

B I S H O P C A R R O L L

H I G H S C H O O L

An Evaluation Report
by

Calgary Regional
Office of Education

March, 1975.

VOLUME II.

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ADMINISTRATION

Organization

The Bishop Carroll High School has an administrative team which consists of the principal and four assistants. Each member of the team has specific duties and responsibilities which are contained in the policy statement.

The school staff is composed of:

- 1 Principal
- 1 Vice-Principal
- 1 Director of Activities and External Relations
- 1 Personnel Director
- 1 Business Manager
- 2 Professional Counsellors
- 1 Chaplain
- 36 Teacher-Advisors
- 28 Instructional-Assistants
- 15 General-Aides
- 10 Clerical-Aides
- 5 Clerk Typists
- 3 Cafeteria Staff
- 10 Maintenance Staff

The student enrolment as of September 30, 1974, was 1,146 with students divided into the Level I, Level II and Level III groupings. There were approximately 500 in the Level I group and the balance of approximately 320 and 300 in Level II and Level III.

Structure. The administrative structure is horizontal in nature with five distinct areas of responsibility for the members of the administrative team: a) Curriculum, b) Extra-curricular and co-curricular activities program, c) Personnel, d) Business and e) Improvement of instruction.

The principal has overall responsibility but he is heavily involved in the fifth task which is "instruction". This division into five rather distinct areas of responsibility is a feature in the administrative organization which is quite different from that of a more traditional school.

Role of the principal. The principal's role has been developed by the philosophy of the school and by the nature of the school operation, so that he becomes more involved with teachers and with students. The philosophy of the Model Schools Project suggests that the principal spend three-fourths of his time working directly with teachers to improve instruction and learning. To this end, his office is located away from the General Administration area (his vice-principal and directors are responsible for much of the administrative such as supplies, accounting, discipline, attendance) and he is able to devote almost 70 per cent of his time to the improvement of instruction. He spends roughly 20 hours per week in meetings with area chairmen, area teams, faculty, staff, administration and system.

This division of duties and the separation of the principal from the other school administrators is unique and somewhat contrary to the administrative precepts of the traditional school where all facets of school administration and operation are under one unified control.

Communications have presented a problem in this type of administrative organization. How to keep the directors and the various departments informed in this complex operation is an ever challenging problem. The collection and dissemination of information is burdensome.

Role of the vice-principal. The role of the vice-principal has changed from the original role of four years ago when there were two vice-principals. He is now the sole vice-principal with a Business Manager who is responsible to him. He distributes his time about equally between administration or operational duties and curriculum development.

He spends a great deal of time in meetings. He attends two administrators meetings per week, two faculty meetings per month, a number of ad hoc teachers' meetings and many unscheduled meetings with the other administrators and with teacher groups. This is a heavy assignment of meetings.

The Personnel Director and the Business Manager relate directly to the vice-principal.

Director of Activities and External Relations. The Director of Activities and External Relations has full responsibility for the coordination of all co-curricular and extra-curricular activities. The assignment of supervisors for school activities and the coordination of student council activities are also his responsibility. In addition he coordinates visits to the school and provides liaison with the media as part of his public relations duties.

Personnel Director. The Personnel Director is responsible for the professional counsellors, record keeping, severe discipline cases and overall coordination of staff and students.

Business Manager. The Business Manager is the only administrator who does not hold a teaching certificate. His responsibilities lie

in the facilitation of education. He is responsible for the financial and business management of the school operation, maintenance staff, office staff, transportation, cafeteria, community use of school and extra-curricular use of school.

Guidance Counsellors. The two professional Counsellors' offices are located in the general administration area. The Counsellors are responsible for all counselling and guidance services to students and faculty as well as general testing and interpretation. The Counsellors provide liaison with post-secondary institutions and with prospective employers.

Religion. A staff Chaplain provides spiritual guidance and counselling to students and staff.

Teaching staff. Thirty-six Teacher-Advisors provide the instructional program at the high school level. Each teacher is responsible for 30 to 35 students in helping schedule time for independent study throughout their high school years. Report cards are sent to parents each month and frequent interviews with parents are held. Every teacher is a member of a subject area team and in cooperation with other members of the team develops unit-paks and schedules large-group presentations, seminars and resource centre duties. Teachers are selected on the basis of expertise and personality compatibility with non-traditional approaches to education.

Para-professional staff. The twenty-eight Instructional-Assistants all have at least 2 years of training in their subject area. Each assistant is totally familiar with his subject and with the themes and units that

constitute the program. The assistants help students in information retrieval, mark multiple-choice tests and generally provide a human resource for teachers and students.

Fifteen General-Aides distribute and gather materials, maintain the resource centre, file and record student progress and provide a human resource for the Instructional-Assistants. The ten Clerical-Aides are located near the teachers' offices, each serving 3, 4 or 5 teachers. The aides type, mail, file and handle telephone calls for the Teacher-Advisors.

Program

A broad high school program is offered in nine basic subject areas and all students are required to meet at least minimum standards in each of these areas:

1. English Language Arts	5 teachers
2. Fine Arts	3 teachers
3. Health, Fitness and Recreation	4 teachers
4. Mathematics	5 teachers
5. Modern Languages	3 teachers
6. Practical Arts	3 teachers
7. Religious Studies	3 teachers
8. Sciences	5 teachers
9. Social Sciences	5 teachers

Total 36 teachers

Each student purports to attend one-half hour every two weeks in a large-group presentation in each of the nine areas. Each subject area offers a number of seminars and students are required to attend a percentage of these. The requirement is determined by the area team and the student's advisor and may range from one to ten hours during the two-week cycle. The remainder of the student's time is spent in independent study, guided by his Teacher-Advisor.

The school day is from 9:00 a.m. (when the student checks in with his advisor) to 3:00 p.m. (when the student checks out with his advisor) and is divided into twelve 30-minute periods with one-half hour for lunch on a five-day week in a two-week cycle. Thus, each student has a timetable for a 27 1/2 hour week which has been designed to meet his individual needs.

Faculty Workload

Each Teacher-Advisor acts as guide and mentor to between 30 and 35 students. The teacher retains the same students through the three levels and consults with other subject area teachers on student progress in each area. These consultations often result in a modification of the individual student's timetable.

A basic characteristic of the school is that each teacher shall have time available to consult, plan and develop programs, and meet with others to design instructional improvement strategies. Subject area resource centres are assigned Instructional-Assistants for 20 hours per week per teacher, Clerical-Aides for 10 hours per week per teacher and General-Aides for 5 hours per week per teacher. Thus, each teacher may receive up to 35 man-hours per week in assistance, effectively freeing him from the myriad non-professional activities that are the bane of most teachers' lives. Typically, a teacher will spend some seven hours per week in seminars, nine hours per week on duty in the resource centre, and nine hours per week in preparation of units and presentations, attending area meetings and consulting with students, parents and other teachers. (Each student ideally received 3 hours per month of individual consulta-

tion.) The teacher is also responsible, with other team members, for the preparation and presentation of a large-group instruction session each two weeks.

Building and Maintenance

The 129,107 square feet gross area of the school is three years old and was designed, to a large extent, to reflect the philosophy of the Model Schools Project. Teacher offices, seminar rooms and resource centres are examples of innovative design and resemble current university building design. Many walls are removable to accommodate changing needs. The school is utilized at approximately 95 per cent and there is some feeling among the staff that there is evidence of overcrowding. Possibly, some areas could be used more extensively, such as the theatre and certain areas in metal- and wood-working. Comments regarding facilities are in one specific section of this report.

The maintenance crew of ten appears to take considerable pride in the appearance of the school and the school grounds. Utility and mechanical rooms are generally clean and tidy and maintenance equipment is good quality.

Most remarkable in a high school of this size is the lack of vandalism and graffiti: which indicates the competent caretaking, the concern of the staff and the apparent respect by students for their school.

Commendations

1. The Model Schools Project depends for its success upon the total commitment of staff, students, and parents to the underlying philosophy of the project. This philosophy places the onus for learning upon the student while providing the teacher with the time and

opportunity to engage in truly professional activities. The staff and students are to be commended for their commitment to the project.

2. Notwithstanding #1, a few teachers and students find the climate laissez-faire rather than controlled permissive. It is natural that some subject areas lend themselves to a "freer" approach than do others.

These teachers and students are to be commended for their sincere efforts to internalize total commitment to the project and forswear the known quantities of traditionalism.

3. The friendly atmosphere between and among staff, students, aides and others that pervades the entire school is highly commendable. Also, to be commended are the courtesy and behavior of the students.
4. The maintenance crew is commended for the spotless condition of the school and the students are commended for their apparent respect of the building.
5. The teachers are commended for the manner in which they work together to assist the individual student.
6. The school is commended for the large number of extra- and co-curricular activities and the large numbers of students who engage in each activity.

Recommendations

1. It is recommended that the professional counsellors be relocated away from the administration area.

The location of the principal's office away from the administration area is apparently successful in establishing his role as a member of the Teacher-Advisor team and it brings him in close contact with the students.

2. The principal should not be Teacher-Advisor to a group of students.

The principal's advisees could be regarded as favorites by other students. The advisees could regard themselves as having special privileges. The principal's credibility as an absolutely impartial head could be questioned.

3. It is recommended that a closer attendance check be kept.

The Department of Education still requires a minimum number of hours per course. Certain flexibility is permissible but the student who is under achieving and has poor attendance can be a burden on this school to a far greater extent than in other high schools.

Some attention to this fact is required by Central Office and the School Board.

4. The school should continue to work with the Learning Environment Consortium (LEC).
5. The school, perhaps the Personnel Director or the professional Guidance Counsellors, should institute procedures whereby subsequent destinations of students may be followed up upon graduation.
6. If monies become available, the elevator shaft should be used for the purpose intended.

It is a 5-level school with steep stairways. The Duplicating Room is on the third level and some students in attendance are physically handicapped.

7. Alternative accommodation for Physical Education equipment should be found, rather than in the custodial area and stairwells.
8. Consultations should be held with the Calgary Fire Department to determine the extent to which stairwells may be used for storage and regulations concerning locking corridor doors.

The stairwells are wasted space and most could be used as storage areas, depending upon Fire Regulations. When the public uses the cafeteria, the theatre, or the gymnasium, they cannot be restricted to those areas since the upper-level doors may not be locked.

9. Teachers should continue to modify and re-write units and unit-paks in order to reach students most effectively and lest the course become too low - or high-powered.

New modes of teaching are desirable to avoid over emphasis on the paper-and-pencil method.

10. Greater use should be made of the wood- and metal-working areas.

Although enrolments and staffing may be a problem, the area could be used for other purposes, such as an Art Room.

11. The role descriptions should be updated as well as the Handbook since some functions mentioned do not exist in reality.
12. A Director of Curriculum should be established either through a reorganization of existing administrative roles or with the addition of a staff member to serve this function primarily.

The fact that the principal and vice-principal work in this area now may require changes in role description.

FINANCES

Bishop Carroll High School was constructed as a high school with normal authorization by the School Buildings Board with respect to "need" and "support". It was designed and constructed to facilitate instruction according to the Model Schools Project, and as such can be considered an alternative school. The Board of the Calgary R.C.S.S.D. #1 agreed to the development of this school with the understanding that it would be funded the same as any other high school in its system.

Because of the alternative nature of Bishop Carroll High School, it was not possible to become fully operational the first year. It was anticipated that, with the human resources available to the administration of the school, it could take five or more years to develop fully the program of the school. In an effort to condense this "start-up" period the school board applied for special funding under the Innovative Projects Fund to provide \$117,310.00 for salaries, \$32,000.00 for consultancies, \$12,000.00 for conferences and seminars, and \$36,001.20 for supplies, for a total of \$197,311.20. This proposal was accepted as an Innovative Project with 50 per cent provincial funding and 50 per cent local funding, thus making the board eligible for a maximum of \$98,656.00 from the province, spread over the first three operating years. The local share of the project funds was deducted from the regular budget of the school. Thus the system did not provide any "new" money to match the provincial contribution.

The nature of this alternative school is such that all instructional

materials are supplied by the school. The pupils are not required to buy textbooks. Those that are needed are supplied by the school on a lending basis. Much of the software of the school is produced within the school in its print-shop. Since the pupils do not need to purchase textbooks, a registration fee is charged to assist the school in obtaining the needed materials. In the first year of operation the fee was \$30.00 per pupil, in the second and third year the fee was \$35.00 per pupil. In this current year the fee was raised to \$38.00 per pupil. In each of these four years \$10.00 of this fee went to the Students' Union and related activities. The balance was used to supplement the regular budget.

During the first three years of operation Bishop Carroll High School received funds from three sources, regular high school funding from the School Board on a per pupil basis, innovative funds from the province, and student registration fees. Expenditures by the school were such that at the end of the first three years of operation the school was in a deficit financial position approximating \$40,000.00. This deficit was carried by the School Board with the understanding that it was to be paid back to the board in succeeding years.

All schools in the Calgary R.C.S.S.D. #1 have a budget year that co-incides with the calendar year. The administration of the school is confident that there will not be a deficit this year, and may in fact show a surplus which will be used to reduce the accumulated deficit. The administration has made a serious effort to operate within the budget. Several avenues have been available, none of them pleasant, and therefore a judicious mix of all has been employed. The ratio of Teacher-Advisors to advisees has

been maintained despite pressure for reduction. The salary of the para-professional staff has been kept at a minimum level, despite the generally high qualifications of the Instructional-Assistants. Student fees have been increased.

The pupil to adult ratio is relatively low in Bishop Carroll High School. This is accomplished by having fewer of the higher salaried personnel. When the money saved is diverted into lower salaried personnel the result is an increase in the number of adults in the school. It is one problem to determine the proper numbers of each type of personnel in differentiated staffing, but it is another to hold to the desired mix in the face of financial pressures. It is a real credit to the school that in the face of complaints about overworked Teacher-Advisors and underpaid Instructional-Assistants the morale and dedication of the staff remains high.

The original assumption was made that five years would be required to develop the complete instructional program of the school. This time frame was condensed to three years by the addition of resources provided by the Innovative Project Funds. The reports from the subject area teams imply that the developmental process has not been completed yet, in that the individual programs have been judged to be quite narrow and lacking in flexibility and enrichment. It is understood that the unit-paks are to be revised constantly as part of the on-going program of the school, and it is anticipated that the individual programs will become broader and more flexible. There is a fine-line distinction between what is initial developmental work and what is normal program refinement. It was frequently heard that the

Teacher-Advisors are carrying an excessively heavy work load. Perhaps that is because they are obliged to do program developmental work as well as their regular duties. Perhaps the three year timeline was unrealistic in view of the fact that the school received normal funding plus half of the approved Innovative Project Funds. It is acknowledged that the school did in fact spend more than the above noted amount forcing it into a deficit position, but approximately \$60,000.00 of the approved funding was not received by the school.

In general, the subject area teams report a minimum level of provision of instructional materials. Perhaps this is interrelated with the narrowness of instructional programs. In any event it should be recognized as a condition of the school, and the implications for financing recognized.

Bishop Carroll High School has an account clerk as do the other high schools in the system. One major part of this clerk's duties is the bookkeeping that results from the many activities of the pupils. A distinction is made between the school account which is the school budget funded by central office and recorded on the computer print-out, and the "in-house" account which is funded by the pupils or otherwise raised by the school and recorded by the school accounts clerk. There is a difference between the Bishop Carroll High School operation and that of the other high schools. Very little of the monies that pass through the hands of the accounts clerks in the traditional schools is related to the credits earned by pupils or granted by the schools, it is concerned mainly with extra-curricular activities. In Bishop Carroll High School much, if not most, of the money that passes through the accounts clerk's hands is in some way related to credits

earned by pupils. Should not some part of these sums be charged against the cost of education in this school? Similar costs could be charged in the other schools, but not to the extent that it would in Bishop Carroll High School.

A rough survey in the system revealed that the pupils remained in Bishop Carroll High School longer than in the traditional schools. The administration confirmed that the rough survey was reasonably accurate in the finding that on the average, the high school program is about one semester longer than in traditional schools. One point of view would commend the school for its holding power and the general willingness of pupils to stay in school the additional semester. However, another point of view would speak to the additional cost of educating a high school student in this school, a cost that is borne by both the provincial government in Foundation Program Fund payments, and the local system in supplementary requisition.

The Calgary Separate School system provides its schools with staff according to a schedule based on the pupil-teacher ratio. Bishop Carroll High School's enrolment qualifies this school for a teaching staff on the same ratio as any other non-vocational high school in the system. However, the differential staffing system does not require as many professional staff as allowed, but it does require many more para-professionals. Bishop Carroll High School had 43 professionals and 53 para-professionals. The large number of para-professionals is permitted within the regular salary funding because their rate of pay is at or near the minimum wage. Concern has been expressed in the school about the overall effect of an impending

increase in the minimum wage as set by the province. This could have significant fiscal implications because of the large number of such personnel.

The fiscal year 1975 will be the first full budget year that the school will be fully operational at or near the designed optimum enrolment. The original planning presumed that this school would serve 1,200 pupils. Experience to date has convinced the school administrators that this is not an optimum enrolment, but rather a maximum. With the enrolment approaching the maximum, the school is presumed to be approaching the point of maximum efficiency. It will be interesting to observe the operation of Bishop Carroll High School through the fiscal year 1975. In particular it will be interesting to observe the degree of success that the school achieves in dealing with the following:

1. Broadening and enriching the school program.
2. Reducing the turn-over rate of the para-professional staff which results, in part, from the low wage scale.
3. Retaining the generally high moral of the teaching staff.
4. Repaying a significant portion of the accumulated deficit to the School Board.
5. Increasing the level of provision of instructional equipment.
6. Adjusting to accommodate significant recommendations arising from other parts of this report.
7. Maintaining the fine climate that currently exists in the school.

Recommendations

1. *The School Board should write off the current deficit as its contribution to the Innovative Project.*

It is not in the spirit of the Innovative Projects Fund to have the local system produce no part of the project budget.

2. *The "in-house" account should be audited annually by external auditors.*

Sufficient money passes through the school accountant's books to justify an audit. Perhaps this audit could be conducted by central office personnel.

3. *Close scrutiny should be kept to judge the possibility of success in the seven areas of interest noted above in the closing paragraph of the report.*

FACILITIES

General Comments Regarding Facilities

The following comments may, in some instances, be looked at as recommendations or commendations. The ideas have been discussed with members of the staff and they do represent possible alternative arrangements of space and facilities.

1. The guidance office and resource area might be located more suitably in the Health, Fitness and Recreation office area. This would enable the Physical Education staff to move into the present guidance office close to their teaching area. This would also provide a functional location for the Guidance staff near the Teacher-Advisor offices.
2. The changes considered in the administration office area that would set up an office in the north-west corner with access to the hall might help the problem of collecting monies, ticket selling and so on. However, it is felt that this would not be the most practical solution to the problem.
3. Elevators were planned for the building and certainly are needed for efficiency and ease of moving freight and students. One elevator should eventually be completed, if at all possible.
4. The area, by the staff entrance, on the south side of the office should have a coat storage unit built in along the hallway wall.
5. Caretaker storage space appears to be quite adequate on the different levels of the school but the caretaking staff does not have any space for a staff area other than the office space in the furnace room. It is

suggested that some additional space be made available for the care-taking staff.

6. The theatre is used for large-group instruction which would amount to about 50 per cent utilization of this space. This area could be used for other activities such as Drama sessions, small-group seminars in different sections of the room, subject area large-group sessions, etc.
7. The wood-working area and storage space are not utilized fully. This area might be utilized by the Art department since their room is not adequate in size.
8. Some changes have been made in developing small-group or seminar spaces in the Mathematics and Social Studies resource areas. These are very commendable renovations and they are serving the students well. It is a minor adjustment but light switches should be moved to the wall by the entrance door to these seminar rooms.
9. The utilization of the large-group instruction theatre could be increased by scheduling Drama sessions in that area on a regular basis.
10. One area that might be relocated, to allow for some of the other space requirements, might be the Communication Skills room. This resource area should be located in the English resource area near the technical equipment centre and could be accommodated by adding study carrels in the north-east corner of this resource area. It would seem that the Communication Skills program does apply to all subject areas but the responsibility for this area seems to have been assumed by the English resource team.
11. The cafeteria needs more refrigeration equipment and space for it. The

area by the kitchen entrance from the north hall would provide space sufficient for another upright cooler, and a counter or cupboard storage, and still allow access to the new snack-bar booth and to the kitchen area itself.

12. Electric cords are a problem at the cashier end of the cafeteria. A new electric outlet on the floor area under the refrigerator display case, would solve this problem.
13. Storage is a problem in the cafeteria kitchen. The small closet across the hall is unsatisfactory but the larger storage area by the theatre could be utilized if the theatre demonstration table could be moved.
14. The Physical Education equipment was being stored in the west entrance lobby at the time of our visit. The use of exit areas for storage is contrary to fire regulations. Perhaps more outside storage could be provided to avoid this situation. The garage unit is used mainly for bus storage and grounds equipment but it may be possible to build storage cupboards for some Physical Education equipment in this building.
15. Comments regarding equipment are stated in the various subject reports but a general comment is appropriate in this regard. There is a lack of equipment, in several areas in the school, that will require additional expenditure. The development of a replacement program is essential. A video-tape recorder porta-pack unit would be one example of new equipment for the school.
16. There is a decided lack of vandalism in this school which is most commendable. Student attitude and total school climate appear to be the

key to this unique situation. It is not very often that one can visit a high school serving over 1,100 students and find the school facility in such good repair. Staff, students, and administrators are to be commended for the type of enthusiasm and school pride that was most evident during our visit.

17. It was evident that the original shelf units purchased are unsatisfactory. The length of the shelves, and the material from which they are made, are factors relating to their unsuitability. In book storage rooms the shelves had to be doubled to support a four foot span of books. The casters on these storage units are not functional and should be replaced with better quality hardware if moving units are desired. Support boards could be used in the middle of these bookshelf units to give stability.

Non-Subject and Subject Areas

The comments in this section are in respect to the particular facility associated with the area. A small questionnaire was developed for the purpose of giving some direction to the assessment. In some instances the questions are stated with the reply following. In those instances, only a general comment is given.

Pupil personnel services.

1. A larger and improved resource centre, for pupil personnel services, is needed. There should a) be room for a greater variety of materials, b) a place for students to browse, and c) included a computerized vocational information retrieval centre.
2. The resource centre should be relocated so that it is in close proximity

to the Teacher-Advisor offices.

Student comments in physical facilities. A variety of comments was received in respect to the physical arrangement of the school. The majority of the students liked the wide-open areas. They said, "The carpeting appears to keep the noise down, and if you want a quiet area, it's available." When asked if additional carrels would be desirable, most responded that they do not like the closed-in feeling or that they like to sit in the open with at least one other student, so as to discuss things as the need arises.

Resource centres. Facilities and equipment at Bishop Carroll High School, in the areas where media instruction and media oriented activities were taking place, are adequate. It appears evident that if the school embarks on a program of greater media involvement, present facilities, equipment, and related professional and para-professional staff will have to be increased.

English Language Arts.

1. In what respects are the school facilities most satisfactory and commendable? Explain!

The English Resource Area and the Seminar rooms afford ease of movement by students and teachers. Materials such as books, video- and audio-tapes are readily available to students.

2. In what respects are the school facilities inadequate or in need of improvement? Explain!

Rooms for structured oral and listening activities (without machinery - i.e. for human interaction) are not readily available.

3. List in order of priority the improvements you feel are required to make the school facilities more satisfactory.

One of two "closeable" seminar rooms should be available to the English Department so that groups of 15 to 25 students could conduct "buzz sessions", and carry out communal listening activities. There is one such area now in use by the English Area team -- that is, the Communication Skills Centre -- but it already serves two or three functions.

4. To what extent do the school facilities meet the needs of the students?

In the English Area, the needs of the students are quite well met by the existing facilities.

5. To what extent are the school facilities appropriate to the philosophy of the school?

The philosophy of a "minimum essentials" curriculum is fully met by existing facilities.

6. How has the school identified school facility problems and found solutions for them?

In English, a reading room for periodicals, etc. has been established and a Communication Skills Centre has been established to help students up-grade their reading and mechanical writing skills.

Social Studies. A larger library, when one considers the unit-paks in the Social Sciences area, is not essential since the unit-paks specify the materials necessary. The materials listed in the unit-paks are available to the students. However, in the Quest portions, there is available very limited resources. As weaknesses in the unit-paks in the Social Science area are overcome, greatly enlarged library facilities and resources will

be essential. A browsing area would be desirable. This area should include expanded space for periodicals, especially.

Media resources appear to be somewhat limited and are certainly not a focal point of the Social Studies program. Facilities for a Social Studies library in which students can browse, select materials, etc. do not exist, with the result that "research" has a much more narrow context than is usual in a Social Studies program in a high school of 1,000+ students.

Science. In the Science suite, the laboratories were well used and there seemed to be very little in the way of unused or under-used space. The facility seems to be adaptable to a variety of activities. The problems, which were difficult to forecast at the time of construction, are more related to the demand being made on the facility. Such things as storage of print materials and filing of records in a facility that was not designed for that function is bound to create some problems. The laboratory stations seem somewhat inappropriate, in that movement around the laboratories is restricted.

The teachers reported the facility proved to be adequately flexible as needs and plans changed. A slight problem exists in that the Physics area is separated from the Biology and Chemistry floors. No solution for this separation was apparent.

Modern Languages. Facilities for Modern Language teaching appear adequate. The Resource Centre and listening area are functional and aesthetically pleasing. Some of the seminar rooms, however, are poorly ventilated and somewhat austere in appearance.

Industrial Arts.

1. In what respects are the school facilities most satisfactory and commendable? Explain!

The Industrial Arts facility is large, bright, clean and attractive as well as quite well planned to offer a viable high school Industrial Arts program. It was originally quite well equipped but, some equipment, such as the offset press, was removed and relocated elsewhere in the school.

2. In what respects are the school facilities inadequate or in need of improvement? Explain!

Facilities are adequate.

3. To what extent do the school facilities meet the needs of the students?

The needs are being met satisfactorily.

4. To what extent are the school facilities appropriate to the school?

It depends on what the philosophy of the school really is regarding Industrial Arts.

Drama. The Drama facilities, as presently designated, have a number of inherent restrictions for the development of the present program. The theatre, which is available for the school's dramatic productions, is adequate but the stage facilities are restricted.

Some shortcomings are:

1. The laboratory is so small that activities are very restricted. The removal of the wall between the seminar room and the laboratory room would give needed additional space.
2. The lack of storage space for equipment in Drama.
3. There is insufficient equipment for the teaching of Drama.

4. Stage facilities are poor since:

- a. Size is limited
- b. Position of walls make it inflexible
- c. There is no fly gallery
- d. There is no wing space for the movement of sets
- e. Only one exit is provided and stage production is hampered
and fire hazard is critical
- f. There are no adjacent dressing rooms
- h. Light control location is not good.

Art. The original facilities, consisting of a small "Art room" plus access to a smaller ancillary room across the hall, were inadequate for the development of a good Art program. However, the acquisition of the facilities and resources of the Industrial Arts complex and the shared use of part of the Graphics-Electronics-Communications areas, including photographic work space and equipment, make it possible now to develop a comprehensive Art program in this school. Some of the space available, such as the wood-working and finishing rooms, sees little use and there may have to be modifications to make some of the space more functional for an Art program and capable of accommodating larger groups.

Supplies, materials, resources and aids, tools and equipment, are generally adequate for most of the Art activities currently in operation. Lighting, work tables and benches, sinks and storage units, on the whole are appropriate. However, storage for large flat work and for on-going and completed three-dimensional projects is rather limited. The adequacy of ventilation for some of the work areas, particularly where noxious

fumes might pose a problem, has been questioned. This difficulty could curtail activities, for example, work in plastics, or use of spray paints.

In conclusion, one may state that the location of Art, Drama and Music in three areas of the school makes it difficult to establish the necessary correlation desirable for the general Fine Arts program.

Business Education.

1. In what respects are the school facilities most satisfactory and commendable? Explain!

Working and instruction space are adequate, spacious, attractive and conveniently arranged. Desks and chairs are suitable. There is an adequate number of typewriters -- manual and electric -- and calculating machines in relation to observed and present enrolment.

2. In what respects are the school facilities inadequate or in need of improvement? Explain!

The audio system is not adaptable to commonly available software. The extensive, simultaneous use of a diversity of programs by individual students is restricted by the wireless system. Individual cassette players, using standard cassette tapes, would make the use of audio instruction more adaptable to independent study. There are no electric typewriters with carbon ribbons.

3. List in order of priority the improvements you feel are required to make the school facilities more satisfactory.
 - a. Establish a policy for the replacement and up-dating of typewriters, calculators and other instructional equipment to cover a three to five year period.

- b. Add 10 to 15 individual cassette type players (recording capacity not required).
- 4. To what extent are the school facilities appropriate to the philosophy of the school?

For independent study many audio and visual facilities are required to compensate for the lack of a person to instruct. There is a lack of facilities as mentioned in Item 2, and of the software to use with cassettes and VTR.
- 5. How has the school identified school facility problems and found solutions for them?

It has developed materials to use with existing audio and visual facilities and is using the equipment, but not as effectively as it should be.

Health, Fitness and Recreation.

- 1. In what respects are the school facilities most satisfactory and commendable? Explain!

There is an excellent 3-station gymnasium. They have good out-of-school space and have developed a cooperative plan to use facilities at Mount Royal Junior College.
- 2. In what respects are the school facilities inadequate or in need of improvement? Explain!

Storage facility really inadequate. It is rather inaccessible and really limits further enrichment of the program.
- 3. List in order of priority the improvements you feel are required to make the school facilities more satisfactory.

- a. Need for more storage facilities.
 - b. Could use an additional ancillary area.
4. To what extent do the school facilities meet the needs of the students?

At this particular time many of the activities were out-of-doors so full utilization was difficult to ascertain.

5. To what extent are the school facilities appropriate to the philosophy of the school?

Facilities in Health, Fitness and Recreation were not originally developed in accordance with the "Trump" plan and this has caused the Department money problems in developing an individualized program in this area.

6. How has the school personnel identified school facility problems and found solutions for them?

They have accommodated to the facility as well as they can. They are not sure if solutions to alleviate concerns are possible at this time.

SCHOOL CLIMATE

The evaluation of school climate presented here is the result of a pooling of observations and impressions of a large number of education consultants. It is recognized that conclusions drawn from an evaluation scheme that uses none of the well tested evaluation instruments available today might be somewhat tenuous. Nonetheless, the evaluators decided to proceed with this "impressionistic" approach unless major concerns about school climate or difficulties in obtaining information became evident. In this case a more sophisticated and elaborate evaluation scheme would be undertaken. Early responses from consultants revealed no major concerns regarding climate and, as a result, the impressionistic approach was deemed adequate.

School climate might be referred to as the state of relationships which exist between groups of differing status positions. In Bishop Carroll High School this would include relationships among and between students, General-Aides, Clerical-Aides, Instructional-Assistants, Teacher-Advisors, Guidance Counsellors, administrators and caretakers.

In trying to determine the school climate at Bishop Carroll High School, education consultants involved in the evaluation were asked to address themselves to the following questions:

1. Is there a genuinely friendly atmosphere between members of the various groups?
2. Is there open and unstrained dialogue between members of the different groups?
3. Do members of the various groups like to be at this school?

4. Does the Students' Council work effectively? Is it considered seriously by the professional staff and administration?
5. Are students generally supportive of the school philosophy?
6. Are staff members willing to support and assist in extra-curricular activities?
7. Are vandalism and anti-social behavior serious problems or do they require minimal attention?
8. Do members of the various groups feel that their problems get proper and due attention from higher status groups or persons?
9. Are the various groups involved in activities that require cooperation from other groups?
10. Do members of the various groups have adequate opportunities to improve the institutions?

The various consultants reporting on school climate considered these questions in their evaluation. Selected comments from these consultants follow:

1. There seems to be good rapport between teachers and students.
2. Apparently a very friendly atmosphere exists among the various groups involved.
3. The general climate among all members appears cordial, friendly and relatively healthy. This is to be expected.
4. I find the school climate at Bishop Carroll High School very open between students and faculty (professional and para-professional).
5. The general school climate appears to be excellent. Pupils are polite and courteous.

6. There are no signs of vandalism in halls, bathrooms, cafeteria or resource areas.
7. Students I talked with liked this school, the courses, the atmosphere and the staff.
8. Students liked being in school and the system under which it operates. It follows that the philosophy of the school is supportive.
9. There are some 55 extra-curricular activities and every staff member assists in the supervision and sponsoring of these activities.
10. Remarkably little wear and tear and no vandalism were observable in areas we visited in this school. No anti-social behavior by students was observed. There did not appear to be any "discipline problem" such as we encountered in many traditional high schools (i.e. teacher-student conflicts over lateness, noisy behavior, failing to complete assignments, being in the wrong place at the wrong time, etc.)
11. The interaction between the teachers and students in one-to-one and in group situations is characterized by trust, friendliness and unity of purpose. Communication between teachers and administration also appears to be excellent. Students in this school seem to enjoy the experience of being held accountable, to a considerable degree, for their own learning and development.

After summarizing the comments of the various consultants involved in the school climate evaluation, the only conclusion that can be drawn is that the school climate at Bishop Carroll High School is healthy, vigorous, and conducive to good social relationships among all the people involved in this school.

Despite the overwhelming support for the school climate, three concerns were expressed by consultants:

1. Instructional-Assistants spent much of their time maintaining order in one of the resource areas. On more than one occasion, the students referred to them as the "Gestapo."
2. Instructional-Assistants confront the students, when necessary, regarding unacceptable behavior in the resource rooms. Thus the teacher is the "good guy", but this does not appear to be so of the Instructional-Assistants.
3. Development of an administration hierarchy may possibly create an alteration in this school environment.

COURSE STRUCTURE

Introductory Statement

The following compilation of material was obtained by information submitted by consultants of the various subject areas under the following headings:

Description of course. To what degree is the course outlined the same or different from that outlined by the Department of Education regarding:

- a. Time
- b. Subject matter covered
- c. Evaluation processes
- d. Student activities
- e. Innovations.

Process of course development.

1. How and to what extent are the following involved in course development:
 - a. Teacher
 - b. Specialist
 - c. Teacher-Aide
 - d. Department of Education Curriculum Guide
 - e. Students
 - f. Parents.
2. Are the various thought processes (seven) considered in the development of the course and how do the teachers determine the students individual growth in these thought processes (see Appendix B.1 and B.2).

Information Ascertained

There is a consensus by subject area consultants that course outlines and unit-paks generally conform with the Department of

Education guidelines as outlined in the Alberta High School Program of Studies. The objectives appear to be appropriate as they are applied to knowledge objectives, but attention to value objectives or objectives relating to skill development, appear to be minimal.

Description of Course

Time. A concept of continuous progress has been adopted. In theory the relationship between time and credit has been abolished. There is a relative relationship between performance and credit in that performance in practice is equal to completion of prescribed unit-paks. However, the amount of time involved in some courses determines the credit obtained. It is difficult to equate the time factor since learning is individualized and hence dependent upon student abilities and interests.

Subject matter covered. In as far as unit-paks contain minimum requirements for courses, each could be said to comply with Department of Education expectations and requirements. There is some question as to whether unit-paks are sufficiently diverse and challenging to fulfill the needs of more capable students who should go beyond the minimum required, e.g.:

1. In the English area the minimum essentials "which all students need" are the literary genre (Drama, Novel, Poetry and Short Story) plus Communication units. Such content coverage falls considerably short of the content offerings in English 10, 20 and 30, English 13, 23 and 33, Communications and Literature Electives. Essentially

the same unit-paks are used regardless of which Alberta equivalent subject the student is registered in or gets credit for at the conclusion of the school year. The in-depth units are not nearly as broad in scope nor as searching and detailed as the studies recommended in the Provincial Literature Electives.

2. Development of Mathematics 15-25 program does not entirely meet the needs of students enrolled. Greater differentiation or a wider range and choice of modules is needed to meet needs of students.
3. The school tends to by-pass the Mathematics 13, 23 and 33 program except that provision is made for students of other schools who were already enrolled in the program.
4. The Drama Curriculum Guide integrates the areas of Drama such as make-up, lighting, theatre, history, etc., because all these areas are interrelated. Although it is indicated that the students participate in activities after the unit-pak is completed, each area of study becomes a credit unto itself.
5. Through unit-paks and the point system in Physical Education great strides have been made in providing structure and flexibility in fitting the material to the student once choices are made.

Evaluation processes. Since failure is not possible, course structure is especially designed to facilitate diagnosis, prescription and remediation. However, the considerable number of "incompletes" in a given year would seem to indicate that courses do not provide adequ-

ately for the needs of individual students.

Students are pretested and attempts are made to place students at an appropriate level within a course. Many of the evaluations seem to be based on paper-and-pencil tests, others upon observations of pupils in activities and a log of pupil participation.

It is observed that evaluations seem to be generally in the cognitive domain since the affective and psychomotor domains are difficult to measure. It appears that with a pupil able to obtain a passing mark, although he utilizes as much as 20 months (2 academic years), time is a consideration to some degree. Few pupils feel themselves under pressure. On the other hand the number of points obtained in 10 or 20 months is the basis for the pupil's standing in some subject areas.

Evaluation in the Business Education area is based on unit-pak performance and production. Unit-pak performance requires students to meet a 75 per cent to 95 per cent pass mark before proceeding to the next unit. Production is evaluated in terms of separate materials that students produce. These units are marked for accuracy, in a manner consistent with standard business practices such as format, legibility, and neatness, etc. Proper typing techniques do not seem to be included in this evaluation procedure.

The student can take an examination when he deems himself ready. In addition to this being an application of freedom, individual responsibility and learning for mastery, different rates of learning are also taken into consideration. There is no pressure in taking tests; students

are allowed as much time as they want. Oral examinations on a one-to-one student-teacher basis are also utilized.

A perceived problem arises from the same 5 or 6 item tests being used for both the pretest and the post-test. After one or two units the students quickly ascertain that these few items are in fact the only important learnings in the unit. It would be more satisfactory if the tests were in parallel forms and actually asked a variety of levels of questions regarding the concepts to be learned rather than simple recall or restatement of the concepts. It is recognized that this is a difficult task but it is felt that it is necessary for improvement of the units in which it takes place.

Students activities. There may be limited opportunities for in-class discussion and pupil-teacher interaction since most pupils seem to view the unit-paks as the essential portion of the program.

Value clarification techniques and decision-making activities do not appear to be emphasized enough.

Innovations. In addition to the major mode of instruction -- the unit-pak -- optional small-group and large-group presentations are offered. Both teachers and students commented on the possibility that this organizational setup may work better for some subject areas than others.

A modified Grade X Social Studies program is available for students who find the regular Level 1 program too difficult. These students are subsequently counselled to the Geography and Sociology program to complete their diploma requirements in the Social Studies.

In the Practical Arts area of the school in which the Media Coordinator is located, a series of courses is being developed with a high degree of media involvement, giving evidence of high student orientation and including many aspects of media. These courses vary somewhat from the main stream of unit-pak learning packages seen at most other curricular areas of the school.

Process of Course Development

In some courses, which are highly individualized, each student is able to identify areas of need and areas of interest. Through cooperative work with the Teacher-Advisors, the student is able to outline a meaningful program.

It is doubtful that the various thought processes have been completely included in the development of all the unit-paks and as a consequence teachers do not determine the student's individual growth in all cognitive, affective and psychomotor domains.

Courses have been developed by the professional teachers and are based on the Department of Education Curriculum Guides and Handbooks. The following response to a survey question would substantiate this opinion:

To what extent are the following involved in development of course (program) in English Language Arts?

	High					Low	
	5	4	3	2	1	0	NR
a. Teacher-Advisor	23	3	2	2	0	0	0
b. Instructional-Assistants	1	2	7	5	5	7	2
c. General-Aides and Clerical-Aides	1	2	1	3	10	12	1
d. Students	2	3	3	1	6	11	4
e. Alberta Department of Education Curriculum Guides and Handbooks	2	5	11	4	2	0	6

Courses are being revised continuously and emphases replaced according to perceptions of the Teacher-Advisor with some input from the Instructional-Assistants and the students. Most make an effort to work within the framework of the Provincial Curriculum Guide but jealously guard their individuality while lauding the non-prescriptive nature of the Program of Studies.

LEARNING STRATEGIES

The Theory

In the published literature available from Bishop Carroll High School, the statement of the school's philosophy is actually a definition of learning. The following excerpts from the literature will illustrate:

The following philosophy forms the foundation of educational thought at Bishop Carroll High School:

- (a) Students learn when they see purpose to learning.
- (b) Learning is an active process.
- (c) Change in behavior is the central goal of instruction.
- (d) Students learn at different rates and on varied levels of comprehension in different content areas.
- (e) Students learn best as a result of the appeal to the senses: seeing, hearing, touching and smelling.

.... we must face the very crucial question of learning how to learn, of helping young people find patterns of learning, so that learning is more than something which is prescribed by a rigidly controlled environment.¹

The Practice

Each of the evaluators was asked to respond to four questions regarding learning strategies in the curriculum area he was evaluating. These four questions and a summary of the evaluators' responses to them are given below:

Question 1: What learning strategies are students employing in the course of their day-to-day learning activities?

The usual learning strategy used by students consists of reading an assignment page from a unit-pak, reading necessary texts and/or related

¹Whitburn, R. (ed.), Bishop Carroll High School: Information and Sample Curriculum Units, 1974. Calgary, Alberta: Bishop Carroll High School.

materials, thinking about the answers to assignments, and writing the answers to assignments. Little discussion of a structured or purposeful nature is evident. Some listening takes place in seminars on prescribed topics. Students tend not to use any support materials in other media formats (such as video-tapes, audio-tapes, pictures, etc.) unless required to do so by the assignment.

Unit-paks are used extensively, both as a means of charting learning experiences for students and measuring student achievement.

Learning strategies are characterized mainly by seminars, small-group presentations and individual study. There seems to be little use made of large-group presentations for the purpose of motivating students, introducing new material and reviewing previously covered content.

The learning strategies occurring are basically independent study with assistance provided and a limited lecture-type seminar. The concept of individualization followed in the Mathematics program is limited to pacing or allowing each student to work on his own at his own rate but with all students utilizing essentially the same learning strategy.

According to the teachers, students were provided with the opportunity of presenting oral responses to unit-pak activities or of multi-media productions, but since they did not take advantage of these they are gradually being eliminated from the unit-paks. It appeared that little or no opportunity was provided for oral reading, for hands on experiences, for using the various media for dramatic types of activities and for media presentations. In relation to this, it appears that correct answers are the requirement of the day. Few opportunities, it would appear, are provided for students to respond to literature.

Some students expressed a preference for preparing assignments in the written mode. For them it provides an opportunity to think through ideas carefully before putting them forward for evaluation. Not many of the students seem to consider seriously using the oral mode for presenting assignments.

The Teacher-Advisor-student interaction component of the learning process has been implemented extremely successfully in Social Studies. At Bishop Carroll High School the student, rather than the teacher, is the centre of the learning process. For obvious reasons, students enjoy this emphasis. Perhaps not unexpectedly, so do teachers, once they get used to it.

Students talk all the time in study areas, in seminars, in the halls, at lunch, after school, etc. These conversations range from light-hearted banter to serious in-depth discussions with peers, teachers, aides and others.

Hands-on experiences are stressed in the Science, Practical Arts and Business Education areas.

Some pupils, eager to learn, are clearly taking advantage of the large-group seminars, the small-group follow-up activities and the individual assistance offered by the art instructors, and also of the demonstrations given occasionally by resource persons brought in from the community. Some of these activities have been taped. Some pupils also make use of other community resources such as art galleries, museums, and libraries. At the other extreme are students who minimize their participation in and contribution to, workshops and discussions and the activities and research

in which they should be involved. The attitudes of the students are reflected in the quality and quantity of work done. Although there is evidence of excellent achievement in certain fields, such as photography and batik, for example, the general level of attainment is not high.

An excellent presentation was observed in a large-group where eight students presented their impressions of "La Belle Provence". They had spent two weeks in Quebec as exchange students. The presentations included the use of 35-mm slide projector, 8-mm projector, phonograph records, colored photographs, numerous items of clothing, etc. The presentation was a cooperative effort between the Department of Social Sciences and Modern Languages.

A T.V. studio has been wired and equipped with much sophistication by a group of Level II students. Much of their work is used in the media centre and each student is preparing to attend electronics at the Southern Alberta Institute of Technology.

The following summary of responses to one of the questionnaire items (see Appendix E.1) shows that students use informal talk and synthesizing through writing as their major strategies:

To what extent are students employing the following learning strategies in the course of their day-to-day work in English?

	5	4	3	2	1	0	NR
a. listening for a variety of purposes	1	5	11	5	5	0	3
b. oral reading in a real audience situation	0	1	3	7	7	11	1
c. talking informally	8	14	3	3	0	1	1
d. hands-on experiences using various media (e.g. electronic and artistic) for both receptive and expressive purposes directly related to the English courses	0	7	11	7	1	3	1
e. synthesizing thinking --- through discussion	5	13	5	6	0	0	1
--- through writing	9	12	8	0	0	0	1
f. dramatic types of activities such as role-playing, dramatic improvisations, panel discussions, debates, demonstrations and presentations before an audience, formal dramatic productions	1	6	7	7	7	1	1

Question 2: Are students utilizing a wide variety of learning resources both within the school and in the community?

Although there are some notable exceptions, evaluators did not observe teachers using a wide range of materials and media.

Students appear to have opportunities to utilize some outside resources under arrangements made by the school. The extent to which resources available within the school are used, varies considerably. For the most part, internal resources are not well utilized. The major reasons appear to be two fold:

1. Many students are interested in meeting only minimal requirements for completion of unit-paks.

2. No central registry exists of what resources are in the school.

Not even in the Language Arts area can a student locate, without much searching and personal effort, what is available within that subject area. Teachers and other adults have no records of whether resources are "in stock". Materials which were purchased may no longer exist in the Resource Centre. Those in charge have no way, at present, of knowing whether such materials are still in the Resource Centre.

The 3-station gymnasium is in constant use; the metal- and wood-working shops are wasted space and equipment; the art room is overcrowded and the music room is well used but too small. The nine resource centres and the reference library are in constant use. Nine listening resource consoles were purchased so that each area had a wireless console but only two or three of the nine are being used.

The Theatre Calgary option and some of the other options make use of live drama and film presentations in the community and local theatres.

Law and Business Foundation assignments draw heavily on the community. Television, radio and audio-tapes are used but there should be greater use of these media.

In Health, Fitness and Recreation the school program extends to settings beyond the school building for some activities.

Question 3: *Are the learning strategies that students consistently use appropriate in terms of:*

- the topic or subject under investigation or exploration
- the purposes of the learning activities -- their own purposes, purposes given them
- available resources

- efficiency in use of time and resources
- effectiveness for learning.

Learning strategies are usually appropriate to the requirements of the unit-pak. Students do not help decide the learning objectives. These are given, usually in terms of content to be reacted to or otherwise learned about.

Because educational growth in drama is closely related to the interactions of individuals within groups and their cooperation within groups, the basic philosophy of the individual developing at his own time could hamper the educational intention of the drama program.

It would seem that the student learning strategies are as appropriate as students can make them; that is, appropriate in that they help the student cope with the minimum requirements for credit in the unit-paks. Whether these learning strategies are appropriate or not in terms of the subject, the purposes of an activity, the available resources, efficiency, effectiveness for learning depends upon the appropriateness of the objectives, assignments and requirements set by teachers.

Question 4: What specific provisions are made in the school's program to help students develop knowledge and understanding of, and ability to utilize, a wide variety of appropriate learning strategies?

- or are students expected to develop a repertoire of effective learning strategies incidentally?

It would appear that students are expected to develop a repertoire of effective learning strategies in an incidental manner.

Individual objectives for such activities as community drama projects are not clarified. As a result little consideration is given to whether or not the learning experience justifies the granting of credit.

Some students, unable to achieve instant success, have lost interest. Lack of much teacher-initiated structure and organization of learning programs allows pupils to adopt a passive attitude and learning may become incidental, or even accidental. More effective and efficient use of time by pupils appears to be needed.

The students interviewed agree that there is a lot of freedom for students to make decisions and to be responsible. The reverse is also true. Some students feel that the whole Level I program at Bishop Carroll High School needs revamping. Students coming in to Bishop Carroll High School do not know where to go within a subject area.

The student who has a reading problem is at a real disadvantage since courses are not designed to cater to him. Unless he seeks assistance he is lost.

Guidance to the Level I student is seen as a crucial factor in helping to make him an independent learner.

Some students identify as the most difficult problem area, the practice of some members of the subject teams in not helping the student to generalize solutions to specific problems - "they help to answer a question but then you don't know how to answer similar questions".

Recommendations

1. *If the school truly intends to live up to its stated commitment "to provide a program with varied strategies and environments for learning through which all students, regardless of differences in individual talents and interests, may proceed with gains" and help students learn how to learn, then students must be provided with not only the opportunity, but also the guidance and instruction necessary to employ a wider variety of appropriate learning strategies. Simply offering students choices without giving them training and experience in decision making and planning, so that they can exercise wise, effective choices, would seem to be mere window dressing.*

The following approaches² offer positive alternatives to incidental learning by students:

- (a) The teacher, recognizing the different elements of learning style, permits students to work anywhere in the environment, in any sociological pattern that they choose. (b) When a student evidences his ability to follow objectives that have been assigned to him, he is permitted to continue working as he prefers and is gradually permitted more and more options in objectives, resources, activities, and evaluation. (c) When a student does not appear to be able to work independently, structure is added to his prescription so that he works to varying degrees under the direct supervision of the teacher. (d) Multi-media, multi-sensory resources are available to students, who may select from among them. (e) Objectives are written on an individual basis and may be contributed to or developed by the student. (f) When progress is not satisfactory, the teacher becomes increasingly directive. (g) Grades are determined as a result of criterion-referenced testing related to each youngster's enumerated objectives.
2. *Teachers should revise unit-paks in an attempt to cater to a broader range of student abilities and interests.*

To this end, more choices should be built into units of study, more assignments that are challenging to top students should be incorporated into the unit-paks, and more emphasis placed on the processes involved in each of the nine designated areas of knowledge.

²Adapted from Rita Dunn and Kenneth Dunn, "Learning Style as a Criterion for Placement in Alternative Programs", Phi Delta Kappan, December, 1974, pp. 275-278.

3. *Seminars should be geared more at specific concept development (the concepts would be those that are basic to units of study), and the development of skills involving critical thinking.*

Perhaps each unit-pak should contain a few questions that are not only stimulating but which suggest that seminar discussion is necessary if they are to be resolved satisfactorily. (Teachers seem to like this idea too.) It may be desirable that the use of unit-paks be an outgrowth of seminars and small-group discussions. They would then become definite research and learning projects rather than information units for credit.

4. *The use of approaches other than small-group seminars, needs consideration - video-tapes, audio-tapes, film-loops, supplementary print material, etc.*

In some courses, particularly for non-matriculation students, greater use of out-of-school resources may be useful -- speakers, visits to retail outlets, banks, stock market, etc.

5. *Immediate steps should be taken to develop a central index of all resources available within the school.*

Resources should be cross-referenced by subject and topic and a duplicate of the central index should be located in each resource centre.

STAFF DIFFERENTIATION

While "staff differentiation" is usually described in the literature as a plan of assigning certificated teachers to different tasks in a school, with a team leader for each major learning area and a staff of teachers working under his guidance, the information book of the Bishop Carroll High School includes under this umbrella a staff of non-certificated para-professionals who form an instructional team and are assigned to one of the nine areas of study. Job descriptions for Teacher-Consultants (now called Advisors), Area Teams (groups of certificated teachers), Instructional-Assistants, General-Aides and Clerical-Aides have been carefully laid down. Job descriptions for these positions and others may be found in Appendix C.1. This differentiated staff (including para-professionals) performs its tasks in certain areas of the school, the heart of which is the Resource Centre in each of the nine fields. Literature from the Bishop Carroll High School, however, also talks about teaching teams which refers to groups of teachers, only, who work together in one subject area and have certain duties assigned as a team.

The teacher members of these teams sometimes act as specialists with special assignments to certain parts of the total programs, as for example, in the Fine and Practical Arts, in the Language Arts and in Science. Other teams are organized in a "generalist" fashion as in Mathematics or in the Social Sciences. Teachers in these areas are expected to be proficient in all parts of the program.

The administrators of the school are also differentiated

and are called "Differentiated Supervision-Management Staff." This administrative team consists not only of the principal and vice-principal but adds an Activities and External Relations Director, a Personnel Director and a Business Manager (the last is not a teacher).

The professional staff of forty-two teachers is supported by fifty-three para-professionals who appear to be essential for this type of school organization. Twenty-eight Instructional-Assistants with at least two years of university work in the subject field in which they work, help students with their unit-paks in the resource centres, keep order and assist the teachers in preparing materials and evaluating progress. Fifteen General-Aides assist by providing books and learning materials as they are needed by the students, and have general charge of their storage and care. They maintain student files and records and may use them to inform students of their progress. The ten Clerical-Aides type, file, look after the mail and answer the telephone.

Since the philosophy of the school demands a continuous progress and a "personalized learning" where students may proceed at their own rate, they must be able to receive routine help whenever it is required. The para-professional staff help to bring this about thus freeing teachers to plan and conduct group meetings, both large and small, whenever they are needed. They are free to develop curricular and evaluation instruments, and most of all, to guide and counsel individual students either on a scheduled basis or on a demand basis.

It appeared to the evaluation team that:

1. Generally the para-professional staff was fulfilling its functions quite adequately;

2. Relationships with the professional staff were generally good;
3. The relatively high turnover of the para-professionals was a weakness and should be remedied if possible; and,
4. The Instructional-Assistants were not always clear as to the point where their assistance might end and the teachers' assistance should begin.

It was recognized that in order to meet the overall objectives and philosophy of the school, a highly competent, dedicated para-professional staff was needed to support the teaching teams. In a sense, the success of the total learning situation is not only dependent on the competency of teachers but on the staff of para-professionals as well.

Relationships of Team Members and Para-Professionals

Each area team has a department head or leader who coordinates and interprets the efforts of both professional and para-professional members. Activity schedules and special team member duties have to be cooperatively agreed upon and the whole operation synthesized. In one subject area it was found that the leadership rotated so that this responsibility was shared by all Teacher-Advisors. In one two-teacher department a collegial arrangement existed where responsibilities were shared.

Except where leadership functions are concerned in connection with total area responsibilities, the relationship among teachers is very collegial, especially in each particular team. Methods and arrangements differed somewhat as to how teachers dealt with the para-professional staff, but since the latter get their direction and duties from teachers

either directly or through the department head, there appeared to be very little disharmony among them.

Relationships between Teacher-Advisors and Instructional-Assistants varied somewhat, but in most cases a very functional atmosphere was maintained. The assistants with two years or more of training in their area of work, seem to occupy very key positions in the framework. They work with students and help them with their problems. Contact is almost constant with the learner. Their duty as a first level disciplinarian could, upon occasion, lead to mild confrontation. It was noted by some evaluators that with Instructional-Assistants acting as disciplinarians, they served as a "buffer" between teachers and students thus helping to improve the student-teacher relationship.

The expectation that Instructional-Assistants be thoroughly familiar with the courses offered by an area would appear to be somewhat high, particularly when these people change quite frequently. It was felt that a considerable time might have to be spent in a position before one could be considered as knowing the material in terms of content, even though some of the assistants have a university degree.

General-Aides seem to be fitting well into the instructional framework. Many of the total number appeared to be fulfilling their duties in an effective and conscientious manner. Those who had served the school for some time especially were able to help students with materials, records and tests. Their relationships with teachers, Instructional-Assistants and students were usually good.

Generally, the Clerical-Aides were found to be efficient

and effective members of the differentiated staff. Some, through training and school experience, had a good working knowledge of the school's philosophy and how their services meshed into the general framework.

Summary

In summary the following observations might be made about differentiated staffing in the Bishop Carroll High School:

1. Specializations in terms of the teaching staff would appear to have many advantages and might be further explored with the view of making the best use of various teacher talents for the benefit of learners.
2. The differentiated administrative team should become more actively involved in facilitating curriculum development and revision.
3. Teacher-Advisors' duties are already burdensome and this could lead to important omissions in meeting students' needs.
4. Teacher-Advisors have provided good leadership in the nine areas of study and, in most cases, together with the para-professional staff, have developed a strong instructional team to help students progress at a rate which is commensurate with their motivation and ability.
5. The Instructional-Assistants are charged with a vital part of the school organization in that they serve both students and teachers in the teaching-learning process. It is recognized that a skill which comes from experience is invaluable in this role and so efforts should be made to decrease the "turnover" rate and to clarify their roles.
6. The General-Aides and Clerical-Aides have given good support to the total educational structure, and have served, along with the Instruc-

tional-Assistants, to free professional staff for the more difficult decision-making duties inherent in the teaching-learning process.

PUPIL PERSONNEL SERVICES

The pupil personnel services in Bishop Carroll High School centre around the activities of a professional team consisting of the Personnel Director, two full time Counsellors, the Chaplain and thirty-six Teacher-Advisors. The Personnel Director is responsible for coordinating the counsellor activities and pupil personnel program in addition to some counselling and other duties. Counsellors and Teacher-Advisors share guidance responsibilities as outlined in the job descriptions in Appendix C.1. The Chaplain, a qualified Counsellor, is responsible for the spiritual guidance of students and staff. A full time secretary attends to the clerical needs of the counselling staff.

The counselling suite is located adjacent to that of the administration on the main floor and consists of three counselling offices and a small reception area containing limited amounts of educational and vocational materials. This area is usually referred to as the Pupil Personnel Resource Centre. The thirty-six Teacher-Advisor offices are located in one group on the second floor.

Evaluation Design

Information and perceptions were collected on the Teacher-Advisor's role in guidance and counselling (the pupil personnel function), and on the roles of the professional Counsellors in the school. The literature provided by the school was reviewed and job descriptions used in a check-test to obtain the following role perceptions:

1. Teacher-Advisor and Counsellor perceptions of the Counsellor role.

2. Student perception of the Counsellor role.
3. Teacher-Advisor and Counsellor perception of the Teacher-Advisor role.
4. Student perception of the Teacher-Advisor role.
5. Student perception of the pupil personnel services.

Questionnaires and interviews were used to obtain the required information.

Specifically these were:

1. Questionnaire and interview of all Teacher-Advisors.
2. Questionnaire and interview of all professional Counsellors including the Chaplain.
3. Interviews of a random selection of students to supplement the questionnaire obtained from a group administration.

Each group of respondents was asked to indicate on a 5-point scale how frequently it felt that each role was performed, and also how important it was in the educational program of the school.

The reader is referred to Appendix C.1 which outlines specifics of the job descriptions, and numerical and open-ended data concerning self-perceptions and the perceptions of other groups about a number of specific tasks.

Statistical Data

Throughout the remainder of this report statistical information obtained from questionnaires completed by Teacher-Advisors, Counsellors and students is shown in short form. The Counsellors Role Statement #10 (Appendix C.2) and accompanying statistical information illustrates the use of the chart.

Role Statement #10: Counsellors are responsible for cooperating in all the guidance services within the school and to act as consultants to Teacher-Advisors.

T.A. PERCEPTIONS

	5	4	3	2	1	\bar{x}
F	9	13	6	3	1	3.8
I	19	9	1	0	1	4.8

COUNSELLOR PERCEPTIONS

	5	4	3	2	1	\bar{x}
F	3	1				4.7
I	3	1				4.7

The right side of the chart records statistically the Counsellors' perception of a) the frequency (F) with which the activities in Role Statement #10 occur and b) the importance (I) of these activities. Similarly, the Teacher-Advisors' (TAs) perceptions of Role Statement #10 are recorded in the left side of the chart. Ratings for both "Frequency" and "Importance" are indicated by the digits 1 to 5 at the top of the chart. "Frequency" and "Importance" ratings are as follows:

Frequency (F)

- 5 - Very Frequent
- 4 - Frequent
- 3 - Sometimes
- 2 - Rarely
- 1 - Never

Importance (I)

- 5 - Very Important
- 4 - Important
- 3 - Of Some Importance
- 2 - Slightly Important
- 1 - Not Important

The average rating for both "Frequency" and "Importance" is shown under \bar{x} at the right of each section of the chart. The numbers within the chart indicate the number of Teacher-Advisors or Counsellors who have

chosen each rating. In the above chart 13 Teacher-Advisors felt that Counsellors "frequently" (rating 4) "cooperated in all guidance services within the school and acted as consultants to Teacher-Advisors". Nineteen Teacher-Advisors felt that these activities were "very important" (rating 5). The average "frequency" rating for Teacher-Advisors is 3.8, whereas that for Counsellors is 4.7.

In some charts numbers under each rating are given as a percentage of the total number of respondents.

General Findings

The Bishop Carroll Staff accepts two major objectives as contributing to the overall goals of the school. One objective is the humanization of instruction through person-to-person contacts within the school. A second objective is the individualization of instruction. The role of the Teacher-Advisor (T.A.) in achieving these objectives includes responsibilities in guidance and counselling -- particularly academic and vocational decisions required of the student. This portion of the Teacher-Advisor's role (in the view of the visiting team) must continue, and indeed be improved, if the major goals set by the school are to be accomplished. The expectation that Teacher-Advisors function actively, systematically and frequently as Counsellors and guidance personnel is somewhat idealistic. Their duties are numerous and the guidance-counselling activity must be fitted in and interlocked with other important responsibilities. However, "every teacher a teacher of guidance" is analogous to "every teacher a teacher of English". Indeed, every teacher who has performed well in the past has assumed a heavy

responsibility in the guidance area and demonstrated considerable concern about the individual and his needs.

The Teacher-Advisor self-perception concerning specifics of role responsibility is often congruent with the views held by the professional counsellor group. Both rate most task expectations as outlined in the job descriptions in Bishop Carroll High School literature as occurring quite frequently and of some importance.

The views held by students and the judgements of the visiting team document the need for more and improved vocational counselling, academic counselling relative to post-secondary opportunities, and expertise in the area of personal counselling. The in-service programs proposed for Teacher-Advisors in the area of communication and personal counselling skills, the materials and easy retrievability of same from the proposed improved Resource Centre will facilitate the work of the Teacher-Advisor group in the area of counselling and guidance. In the view of the visiting team, teachers need specific and concrete aid in providing or developing the following personnel-service capabilities:

1. Skills in assisting students in choosing from among alternatives (decision-making), concerning personal, academic, and vocational plans;
2. Easily retrievable and useful information concerning occupations and post-secondary possibilities.

There needs to be a clarification of roles between Teacher-Advisors and Counsellors concerning personal counselling. It was obvious from many interviews that individual differences exist among Teacher-

Advisors, both in their desire to undertake personal counselling and the facility they would exhibit in performing this function. Because individual expectations and competency varies, expectations should be modified accordingly. Some Teacher-Advisors will do much in this area and others will not. It is clear to the visiting team that personal counselling by Teacher-Advisors is unavoidable because of the frequent and close contacts with students who are their advisees. Accordingly, there needs to be a continuation of present practice with considerable support both through training and materials to assist Teacher-Advisors.

The question of available time during which Teacher-Advisors can realistically discharge their duties is one which needs consideration. In addition to their counselling-advising role for approximately thirty students, the Teacher-Advisors have responsibilities for teaching, curriculum development, activity supervision, area team member activities and other miscellaneous duties. Although Counsellors and Teacher-Advisors consider it important that the latter meet regularly with students, they consider the requirement of Teacher-Advisors that they spend at least 4 hours per month with each counsellee (Role Statement #11, Appendix C.4) as impossible to attain. The visiting team concur with this view and feels that the Teacher-Advisors do not have the time to adequately assist all the students for whom they are responsible.

With respect to the Teacher-Advisors' role (Appendix C.4) all role statements with the exception of #5, 13b, 13d, are perceived by both Teacher-Advisors and Counsellors to be undertaken greater than "frequently" and to be of considerable importance.

These role statements perceived by Teacher-Advisors and Counsellors as not being undertaken "frequently" are noted below:

- #5 They will see parents and prospective employers; to prepare report cards, college recommendation forms and employment questionnaires for their students.

However, the activities in this role statement is viewed as being quite important.

- #13b. They will phone parents of counsellees whenever the need arises in terms of not following schedules.

The activity in Role Statement #13b is viewed by Teacher-Advisors particularly as not occurring frequently; neither is it considered important. Counsellors are more optimistic regarding the activity's importance and they view it as occurring more frequently.

- 13d. They will phone parents of counsellees whenever the need arises in terms of good progress.

It was noted in the interviews and from the rating scale averages that this activity does not occur frequently although most Teacher-Advisors and Counsellors agree that it is important and should be undertaken more often.

Commendations

1. *The school is to be commended for the steps it has taken whereby, many guidance and counselling activities are frequently, systematically and effectively undertaken by the teachers.*

The cooperation of Counsellors in all the guidance services within the school and their role as consultants to Teacher-Advisors (Role Statement #10, Appendix C.2) is viewed by both Counsellors and Teacher-Advisors as being very important, even though there is some discrepancy with respect to their perceptions of the frequency with which these activities happen.

2. Administrators, Teacher-Advisors and Counsellors relate to students in a warm, friendly and helpful manner, and in an atmosphere that is frank and open.
3. The Teacher-Advisors and Counselling staff have made considerable progress toward achieving their goal of humanizing and individualizing the learning process. The attention paid to the "affective domain" is commendable and very significant in terms of achieving the overall objectives of Bishop Carroll High School.
4. The staff is very supportive of the professional counselling services provided in the school. The services are accepted, and considered very important by Teacher-Advisors and Counsellors as shown in the statistical information for Role Statement #2 (Appendix C.2):
5. The counselling team is to be commended for their efforts in establishing their service and contributing to the positive image that has accrued.

"The Counsellors shall ensure that there be immediately available to all students - a professional counselling service to deal with emotional and psychological problems as they arise"

T.A. PERCEPTIONS

	5	4	3	2	1	\bar{x}
F	17	12	2	0	0	4.5
I	31	2	0	0	0	4.9

COUNSELLOR PERCEPTIONS

	5	4	3	2	1	\bar{x}
F	2	2				4.5
I	4					5.0

Recommendations

1. It is recommended that the professional counselling staff initiate in-service activities with Teacher-Advisors focusing on counselling strategies as they relate to educational, vocational and personal counselling.

The data previously given relating to Role Statement #10

"Counsellors are responsible for cooperating in all the guidance services within the school and to act as consultants to Teacher-Advisors"

indicates a discrepancy between the Teacher-Advisors' and the Counsellors' perceptions regarding "frequency" with which the activities occur. This suggests a need for inservice activities where Teacher-Advisors and Counsellors can discuss issues centred around techniques and strategies needed in a counselling relationship.

2. It is recommended that:

- (a) the role descriptions of both Counsellors and Teacher-Advisors be re-examined and clarified so that the expectations for each are realistic;
- (b) effective means be used (inservice, meetings, etc.) to communicate these roles and the role of the Pupil Personnel Services Department to others; and,
- (c) steps be taken to improve the communication between Teacher-Advisors and professional Counsellors. The routine reporting of activities may contribute to this goal.

According to Role Statement #4 (Appendix C.2) Counsellors "will normally sit in an advisory position with Teacher-Advisors in facilitating learning" Although this is considered a "normal" activity for Counsellors there is considerable discrepancy between the Teacher-Advisors' and Counsellors' perception in terms of "frequency" and "importance" of the above function.

T.A. PERCEPTION					COUNSELLOR PERCEPTION								
	5	4	3	2	1	\bar{x}		5	4	3	2	1	\bar{x}
F	4	7	7	10	4	2.9	F	2	2				4.5
I	14	7	6	3	3	3.8	I	3	1				4.7

The above data would suggest a need for the clarification of the professional Counsellors' role. Reactions from interviews support this view.

During interviews with Counsellors, Teacher-Advisors and students it became evident to the visiting team that there is a need to revise and clarify the roles of both Counsellors and Teacher-Advisors, and to communicate these roles to school personnel, students and parents. Although the data are inconclusive with respect to students' perceptions of the professional Counsellors' role, it does suggest that consideration should be given to ways of communicating to students the role of the Pupil Personnel Services Department in Bishop Carroll High School.

3. *It is recommended that:*

- (a) *there be developed in the Bishop Carroll High School an enlarged and improved Guidance and Counselling Resource Centre which will not only provide readily retrievable current educational and vocational information, but will be large enough to permit students to browse and independently utilize materials.*
- (b) *the Resource Centre should be located in close proximity to the offices of the Teacher-Advisors.*
- (c) *consideration be given to using a part-time aide for the purpose of updating, restocking and organizing materials, and circulating to Teacher-Advisors current vocational and educational information.*

The Counsellors' role of "assisting in developing a Resource Centre with up-to-date vocational and educational information for use by Teacher Advisors, professional Counsellors and students" (Role Statement #7 Appendix C.2) is viewed by the visiting team as very significant and crucial in the on-going process of guidance and counselling at the high school level. Moreover, since the "Trump Model" views the Teacher-

Advisor as the "key" in providing guidance services (educational and vocational) for students, it is essential that Teacher-Advisors not only develop expertise in this domain, but crucial that they have access to current vocational and educational information.

Most of the school's educational and vocational information is to be found in the resource room. The following data indicate a discrepancy between the Teacher-Advisors' and Counsellors' perceptions of the frequency with which the Resource Centre is used.

T.A. PERCEPTION						COUNSELLOR PERCEPTION							
	5	4	3	2	1	\bar{x}		5	4	3	2	1	\bar{x}
F	6	8	9	0	2	3.9	F	1	2				4.3
I	16	14	1	0	0	4.5	I	2	1				4.7

When students were asked "Have you talked to your Teacher-Advisor concerning your educational and vocational plans?" and "Did you find such discussions of some benefit to you?" (Role Statement #4, Appendix C.5), the following ratings resulted:

	5	4	3	2	1	\bar{x}
Level I Students %F	4.5	13.6	50.0	13.6	18.1	2.7
%I		33.3	55.6	5.6	5.6	3.2

Level II-III
Students

	5	4	3	2	1	\bar{x}
%F	12.5	29.2	35.4	18.7	4.2	2.7
%I	15.6	37.8	24.4	11.1	11.1	2.6

The frequency is rated at 2.7 which is less than "sometimes". The importance is also rated somewhat low at midway between "little use" and "of some use". It appears that both students and teachers do not consider this as occurring frequently; neither do they rate it as "of some use" or "useful". The utility (importance) attached to the activity is certainly too low. Students view teachers as more active and having greater responsibility in other areas.

There is no role statement from the Teacher-Advisor section of the role descriptions in the Bishop Carroll literature which overlaps completely with the one given to students in literature provided for student orientation. The closest one from the teacher section of the Bishop Carroll literature is Role Statement #3 (Appendix C.4), "They will help each student find his own talents and interests and evaluate his independent study schedule. Usually this will take the form of straight advisement on routine guidance matters. This is to be differentiated from personal counselling."

A discrepancy exists between perceptions by the adults in the school and those held by the students. It is probably that teachers and Counsellors, in recording their perceptions did not attach the same meaning to Role Statement #3 as the students did to their Role

Statement #4. To the extent that the same interpretation was made, however, both Counsellors and teachers perceive this activity as recurring frequently and of very great importance.

4. *It is recommended that the professional counselling staff develop a Resource Centre of current guidance information and techniques which is accessible to Teacher-Advisors and Counsellors.*

Role Statement #6 (Appendix C.2) states the responsibility of Counsellors for developing a Resource Centre of a) pertinent and current guidance information, and b) pertinent and current guidance techniques for use by Teacher-Advisors and professional Counsellors. The guidance information mentioned in a) is interpreted as referring to information other than educational and vocational. Both Teacher-Advisors and Counsellors perceive as very important(4.5, 4.7) the development of a Resource Centre of guidance information, although both rate the activities undertaken to achieve this goal as occurring less than "frequent" (3.4, 3.7) as indicated below.

T.A. PERCEPTION

	5	4	3	2	1	\bar{x}
F	3	6	7	8	1	3.4
I	8	10	5	0	0	4.5

COUNSELLOR PERCEPTION

	5	4	3	2	1	\bar{x}
F	1	1	2			3.7
I	3	1				4.7

On the other hand the development of a Resource Centre for information on guidance techniques is seen by the Teacher-Advisors as happening less than "sometimes" (2.8)

T.A. PERCEPTIONS						COUNSELLOR PERCEPTIONS							
	5	4	3	2	1	\bar{x}		5	4	3	2	1	\bar{x}
F	3	2	2	8	2	2.8	F	1	1	2			3.7
I	8	7	7	3	1	3.7	I	1	1	2			3.7

Both Teacher-Advisors and Counsellors deem the provision of this information as less important (3.7) than the provision of guidance information (4.5, 4.7).

The Bishop Carroll philosophy emphasizes the importance of the Teacher-Advisor being involved in the guidance function. The visiting team concur with this tenet. However, mechanisms and strategies must be designed whereby this function is enhanced and improved upon. Accordingly, the "tools" of counselling must be provided, along with resource materials focusing on counselling strategies.

5. *It is recommended that the total task of studying student needs be reviewed, and that consideration be given to designing a formalized approach for carrying out and evaluating this function.*

Counsellors have been charged with the responsibility for "studying student needs and how effectively school services and activities are meeting them" (Role Statement #9, Appendix C.2). The following data indicate a discrepancy between Teacher-Advisors' and Counsellors' perceptions as they relate to "frequency" with which this activity is performed and the "importance" of the function.

T.A. PERCEPTIONS							COUNSELLOR PERCEPTIONS						
	5	4	3	2	1	\bar{x}		5	4	3	2	1	\bar{x}
F	3	1	10	5	2	2.9	F	2		1			4.3
I	5	12	2	3	1	3.7	I	2	1				4.7

There appears to be no systematic method or formalized procedure to assess and analyze student needs and to ascertain if school services and activities are meeting them. Careful thought should be given to various approaches, one for example, being the questionnaire technique whereby students are asked for their reactions to different programs and services within the school. This will enable the professional Counsellors, the administration and teaching staff to gather pertinent data and assess whether they are reaching specific goals, whether a change of direction is needed or whether new services should be considered.

6. *It is recommended that orientation activities be continued, that more advertising and communication strategies be developed, and that consideration be given to broadening the number of orientation activities.*

Coordination of the orientation program to facilitate the entry of Grade IX students into Bishop Carroll High School is the Counsellors' responsibility (Role Statement #12, Appendix C.2). The data indicate little or no discrepancy between Teacher-Advisors' and Counsellors' perceptions. However, the visiting team noted a lack of communication between the Teacher-Advisors and the people organizing orientation activities.

7. *It is recommended that the coordination of Community-Learning activities be reviewed in terms of:*
- (a) *What is being done and what is its purpose?*
 - (b) *Who is responsible for it?*
 - (c) *How is it presently being done?*

The coordination of Community-Learning activities appears to be a shared function between the Counsellors and Teacher-Advisors. (Role Statement #13, Appendix C.2). Counsellors and Teacher-Advisors did not entirely agree as to the frequency with which Counsellors assumed this responsibility. Although Community-Learning activities is recognized to be an important part of the Model Schools philosophy, there is an apparent lack of clear understanding as to who has been designated the responsibility for coordinating these activities.

8. *It is recommended that group inservice activities be initiated involving Teacher-Advisors and Counsellors. Such activities should revolve around issues, concerns and problems of members taking part. If certain expertise is required to facilitate these sessions, Counsellors and Teacher-Advisors should consider attending leadership training sessions which would assist them to develop their competency in a particular skill or technique.*

The role of the Counsellor in making available counselling services to faculty on matters such as personal adjustment problems and communication breakdown within the school (Role Statement #14, Appendix C.2) is one for which a considerable difference exists between Teacher-Advisors' and Counsellors' perceptions with respect to "frequency" and "importance" of the function.

T.A. PERCEPTIONS							COUNSELLOR PERCEPTIONS						
	5	4	3	2	1	\bar{x}		5	4	3	2	1	\bar{x}
F	3	4	9	8	4	2.8	F	1	3				4.2
I	8	9	3	3	4	3.5	I	4					5.0

The Teacher Advisors see this role as being performed by Counsellors less than "sometimes", whereas the Counsellors rate the frequency between "frequent" and "very frequent". Teacher-Advisors rate it as less than "important", considerably less than the Counsellors' rating of "very important".

The development of this function is dependent upon the openness and trust that develops between people. Group inservice activities may assist in opening channels of communication wherein people will see each other in a more relaxed setting. Professionals may then share common concerns, issues and problems. At times, professional expertise required for conducting group inservice activities may be found inadequate. In this case Teacher-Advisors and Counsellors may wish to better prepare themselves for this type of inservice activity by attending leadership seminars in communication techniques and other related pursuits.

9. *It is recommended that the professional counselling staff consider initiating inservice activities with Teacher-Advisors, explaining the guidance testing program presently in use at Bishop Carroll, its purpose and limitations. Also, consideration should be given to developing any necessary testing skills required of Teacher-Advisors, so that they will be in a position to administer a limited number of interest and aptitude tests.*

Many students enrolling in Grade X at Bishop Carroll High School have had an interest inventory and an aptitude test in Grade IX. Others

upon reaching high school will require such tests, and perhaps additional tests in the course of their educational and vocational planning. The involvement of Teacher-Advisors in assisting students with educational and vocational planning would appear to necessitate an additional involvement in the area of testing. There becomes a need, therefore, to explain and clarify the testing program (purpose and limitations) used at Bishop Carroll by the professional counselling team.

SCHOOL-COMMUNITY RELATIONS

One of the areas evaluated was school-community relations. In the statement of philosophy, the Activities and External Relations Director is assigned responsibility for the school's two-way public relations program. This is to include press, radio, television, community groups, etc.

In order to evaluate this area, personal interviews and questionnaires were used. The same questionnaire was administered to all groups - parents, teachers, administrators and former students. A copy of the questionnaire and a table of results are included in the Appendix D.3. Some administrators and counsellors from other high schools and all feeder junior high schools were interviewed. Included with the summary of the interviews and questionnaires are recommendations.

High Schools

Interviews with administrators and counsellors in the high schools seemed to develop under three headings: student population, reasons for transfer from Bishop Carroll High School and concerns.

Student population. Students appear to transfer with relative ease from one high school to another with the peak period at semester end. Figures indicate that equal numbers of students transfer in and out of Bishop Carroll High School during the year.

Administrators seem to feel that Bishop Carroll High School is not for all students; it is however, good for those students who are self-motivated and self-disciplined. Many seem to see Bishop Carroll High School as a school for students who are above average ability.

Transfers out.

1. Some students find themselves unable to work successfully under the system of independent study. These students appear to wish to be "made" to work.
2. Some parents who find that their son/daughter does not work well under the Bishop Carroll High School system then press for transfer out.
3. Students appear to take longer to complete a high school program at Bishop Carroll High School (See Table I, Appendix D.1).
4. Some students transfer out in order to register in certain programs not available at Bishop Carroll High School, e.g., vocational.
5. Other students transfer because they believe that a better athletic program operates elsewhere.

Concerns.

1. There is concern that Bishop Carroll High School is becoming more traditional in its philosophy and practice. If this is so, other schools wish to be informed of the change in policy.
2. Bishop Carroll High School appears to some to be an "elitist" school. These educators point out that Bishop Carroll High School cannot answer the needs of all students. An example of this may be found in students requiring vocational programs which are not available at Bishop Carroll High School.
3. There appears to be some resentment because Bishop Carroll High School has an "elitist" staff, hand picked for that particular school.
4. Some teachers are concerned about the use of Instructional-Assistants; they believe that the same option should be available in other schools.

5. The expense of operating the school when it serves only one segment of the population is of concern to others.
6. There appears to be concern about the length of time taken by students to complete their high school program at Bishop Carroll High School. Although students are told that they can finish in two and a half years, most take longer than the three years in traditional high schools.
(Table I, Appendix D.1)
7. A feeling that Bishop Carroll High School staff "oversell" their program seems common, thus causing resentment among other teachers.

Junior High Schools

Each of the four designated feeder junior high schools was visited as well as one not so designated. Counsellors and administrators were asked to discuss the following: (a) student population, (b) orientation procedures, (c) reasons for non-attendance at Bishop Carroll High School, and (d) concerns.

Table II, Appendix D.2, provides a breakdown of projected Grade X enrolment at Bishop Carroll High School in June, 1974.

Student population. Personnel in the junior high schools appear to believe that students who attend the school have the following characteristics:

1. Students are highly motivated.
2. Students are self-disciplined.
3. Students have good work habits.
4. Students tend to achieve at higher levels in Language Arts.
5. Parents of these students tend to be very involved in education.

6. Students have a higher level of ability.

Orientation procedures. Junior high school counsellors and administrators were asked to discuss the following high school orientation procedures relating to their school:

1. Junior high school counsellors discuss both traditional and Bishop Carroll High School programs with Grade IX students early in the year.
2. Teachers and/or counsellors from Bishop Carroll High School visit the feeder junior high schools; occasionally administrators are part of the team.
3. Bishop Carroll High School students may be available to discuss the school as well.
4. Students tour the school in the spring.
5. Parent information nights are held in some of the junior high schools.
6. Counsellors from the other high schools may be asked to visit as well.

Reasons for non-attendance at Bishop Carroll High School.

1. Traditionally, students from that area formerly attended another school.
2. Some students had older brothers or sisters who transferred out of Bishop Carroll High School.
3. Some students desired courses not available at Bishop Carroll High School, e.g., vocational.
4. Parental pressure may be exerted to attend elsewhere, possibly because knowledge about the school is limited.
5. Peer pressure.
6. Transportation problems.

7. Some students believe other high schools have a better athletic program.
8. Some school personnel believe that the school orientation is ineffective.
9. Some students doubt their ability to work independently.

Concerns.

1. There is a general concern about the public relations program at Bishop Carroll High School. It is felt that there should be more information programs for parents, students and staff from both feeder junior high schools and other high schools. The public relations program should include more about the quality of learning.
2. Some parents are concerned about the "experimental" status of the school.
3. Parents are concerned that students attend open-area elementary schools, traditional junior high schools, then move into an experimental high school.
4. Some educators feel that Bishop Carroll High School staff "oversell" their program, thus causing resentment among the teachers.
5. Some educators feel that instruction in specific subject areas needs to be assessed and in all probability, revised in order to better meet the needs of students, e.g., Mathematics.

Parents

The names of 50 parents were selected randomly from the student list for each level. Parents were then telephoned and asked to participate in the study. No one who was contacted refused. An effort was made to contact parents in all areas of the city. Appointments were made throughout the day and evening in order to make it possible for both parents to be present.

The duration of the interviews varied from 1/2 hour to 1 1/2 hours.

Thirty-two families were interviewed with both parents in approximately one-half of the interviews. Parents were asked to fill in the questionnaires (see Appendix D.3) and were encouraged to give additional written comments. The interviewer noted any verbal comments. A summary of the interviews is followed by a discussion of questionnaire results.

In general, the majority of the parents interviewed appeared to be very satisfied with the Bishop Carroll High School program and the overall development of their son/daughter. Specific commendations will be listed as well as concerns.

Commendations

1. Parents said repeatedly that their son/daughter was extremely happy at Bishop Carroll High School, so much so that they hate to miss even a day.
2. Students regard Teacher-Advisors as friends with whom they have a close relationship. Many parents feel that this does not happen in other schools.
3. Parents see students as showing greater respect for their teachers at Bishop Carroll High School than at other schools.
4. Bishop Carroll High School is seen as a "friendlier" school than others.
5. Some parents suggest that at Bishop Carroll High School, students "find themselves". These parents feel that students receive more human relations training there than at other schools.
6. Parents feel strongly that the school program places the responsibility on the student. They see it as encouraging a realistic attitude, as self-motivating and exciting.
7. Students are seen as gaining in maturity, confidence and social skills as a result of the program.
8. Many parents believe that students learn to be truly independent at Bishop Carroll High School. Students who transfer to a traditional high school are regarded as failures by those who remain.

9. Many parents believe that the school program provides better preparation for university than do traditional high schools.
10. Many parents like the unit-pak approach to learning; they see it as a means of allowing students to proceed at their own rate, yet it demands achievement. Others view it primarily as providing greater subject mastery than do courses taught in traditional high schools.
11. A number of parents approve the idea that every student must study each of the nine subject areas. They see this as providing a well-rounded education.
12. The Religious Studies program was mentioned frequently as being very successful and one which appealed to students who previously had been "turned off" by similar courses.
13. A number of parents approved of the fact that credits are given for subjects studied extra-curricularly, e.g., Hungarian, music.
14. Some parents praised the excellent resources available in all areas (material, equipment and human).
15. Some parents stated that they felt very fortunate to have had the opportunity to send their son/daughter to Bishop Carroll High School. They felt that the program there provides opportunities for students to develop in all areas both socially and educationally, thus making education far more relevant. Finally, a number believe that the school can work for all students.

Concerns

1. Some parents indicate that there is a gap in communication between the home and the school. They feel that many parents require more information about the philosophy and the programs offered both before and after their son/daughter begins to attend Bishop Carroll High School. Some feel that committees could fulfill this need; others see it as fitting into the Teacher-Advisor role.
2. Some parents feel that the Teacher-Advisors are overloaded. This results in the staff being unavailable to the students in their teacher-consultant role, thus slowing the students' progress in various subject areas.

3. Some parents are concerned about students' inability to work independently when they first begin to attend Bishop Carroll High School. They feel that the Teacher-Advisors should be able to teach students to do this more quickly.
4. A number of parents are concerned about the length of time it takes students to finish their program at Bishop Carroll High School.
5. A number of parents expressed some concerns about the unit-paks:
 - a. Unit-paks are not always prepared for students.
 - b. Unit-paks may not be the best way to approach English instruction.
 - c. Unit-paks do not answer student needs in Science and Mathematics.
6. Some parents feel that Fine Arts is over emphasized.
7. Some parents feel that students should not be allowed to pursue one subject in depth and complete it to the detriment of all other subject areas.
8. A number of parents believe that more structure is required in both Science and Mathematics. There is the suggestion that this could be provided through more group instruction.
9. Many parents stated that books are not always available when students need them. The problem has lessened since Year 1, but still exists.
10. A few parents disagree with the allotment of credits for subjects studied outside the regular curriculum.
11. Some parents feel that too many subject choices are offered to students.
12. Some parents state that Bishop Carroll High School is not a school for all students, and therefore, students who wish to attend the

school should be carefully screened. In fact, enrolment should be limited.

13. A few parents would like the school staff to check attendance more closely; they state that this, in fact, is being done this year.
14. A very small number of parents stated definitely that the Bishop Carroll High School program does not leave students better prepared for life. They make the statement that at Bishop Carroll High School, students are able to do what they want and that this is not what life is really like.

QUESTIONNAIRE RESULTS

Number of Respondents

Administrators	3
Counsellors	2
Teachers	32
Parents	32 (14)
Students	13
Graduates	13

Both parents answered 14 questionnaires giving a total of 46 parents. Results are summarized in Table III, Appendix D.4. Answers of the six groups do not correlate highly; these correlations will be found in Table IV, Appendix D.5.

Some interesting discrepancies between groups are evident in certain questions; these may suggest certain directions for the school and are discussed below:

Question 1: Do the parents know and understand the philosophy of the school?

The parents interviewed feel that they understand the philosophy of the school; the counsellors doubt this. This would suggest that information meetings should be closely monitored and effort made to determine their effectiveness. Do the meetings or students provide the best information?

Question 2: Are the assistants (Instructional-Assistants, General-Aides and Clerical-Aides) a valuable communication link between the school and the community?

Counsellors see the assistants in the school as valuable communication links between the school and community as do teachers, graduates and administrators -- to a lesser degree. Parents do not, nor do students.

Question 5: Do formal committees exist to communicate school interests and concerns to the parents?

Counsellors and administrators disagree about the existence of these committees. This may suggest a need for better communication between these two groups.

Question 9: Are parents kept well informed of student progress?

Administrators see parents as being well informed about student progress; students, parents, counsellors and graduates score this much lower. This may suggest that reporting procedures need to be re-examined.

Question 13: Is the most important communication link between this school and the community the Teacher-Advisor?

Administrators and Counsellors strongly agree that the Teacher-Advisor is the most important communication link between the school and

the community; parents and teachers agree. It is interesting to note that students and graduates score this much lower. Perhaps this would be a worthwhile area for school personnel to check.

Question 15: Are discussions, interviews, etc, with parents the most valuable communications link between the school and community?

Administrators and Counsellors strongly agree that interviews are the most valuable communications link between the school and the community; teachers agree, though not as strongly. Parents agree but not as strongly as in Question 13. Again, students score much lower.

Question 16: Does the student receive more personal attention at this school than most others?

Administrators strongly agree that students receive more personal attention at Bishop Carroll High School; teachers and Counsellors score this slightly lower, followed by parents and graduates. Again it is interesting to note that students score this lower. This would suggest that it might be of value to the school to examine this concept in depth.

Recommendations

1. The role description of the staff community relations officer should be examined for the purpose of revision. The role is such a broad one that it must be difficult for one person to fill.
2. The area of public relations and information should be examined:
 - a. Staff members in feeder junior high schools continue to need information.
 - b. Staff members in other high schools continue to need information.
 - c. Parents indicate the need for more information. Perhaps more information nights concerning Bishop Carroll High School could be organized in each feeder junior high school area.

- d. The film-strip presentation should be updated.
 - e. Many indicated that a presentation by the principal was considered most valuable.
 - f. It would appear that Bishop Carroll High School administrators, counsellors, and teachers should re-examine orientation procedures in order to make them more effective. In revising the procedures the staff must be careful not to "oversell" the project.
3. The charge that Bishop Carroll High School is an "elitist" school should be examined:
- a. A comparative study of Differential Aptitude Test scores could be done. The scores of Grade X students at Bishop Carroll High School could be compared with those in other high schools.
 - b. Intelligence scores should be compared also. Since these are not readily available from school records, and I.Q. tests such as the Otis-Lennon or Henmon-Nelson could be administered to 100 Grade X students randomly selected in each separate high school in the city. Since Calgary Public High School students have written the Otis-Lennon test it might be interesting to compare results with those obtained by students at Central Memorial High School.
4. Greater emphasis should be placed on the development of community involvement in the school.

Up to this time, the school appears to have adopted a low profile in its approach to the community; this must be changed if the community is to become truly involved.

5. A follow-up study of Bishop Carroll High School students should be done.

This would involve students attending post-secondary institutions as well as those moving directly into the world of work. This type of study should provide data to indicate whether the Bishop Carroll program provides better preparation for university and for life in general.

MEDIA

Introductory Statement

The Bishop Carroll High School, developed as a "Special School" following the Model Schools philosophy of J. Lloyd Trump, provides an alternate method to the student learning process. The main components of this philosophy such as staff differentiation, individualization of instruction, personal student scheduling, the Teacher-Advisor role, and unit-pak instruction present an opportunity for a learning experience quite different from that provided students in most Alberta high schools.

A learning process with such components provides an opportunity for the students and staff of the school to develop procedures which could enable students with varying abilities and interests to pursue the nine subject areas in diversified ways. The physical facilities of the plant and the original commitments made to equipment and materials provide opportunities for the staff to develop unique teaching strategies and for the students to pursue their responsibilities in a manner not possible in many conventional high school settings.

Commendations

1. The Teacher-Advisors in Bishop Carroll High School are to be commended for the on-going evaluative process of the learning strategies in the school and the ready realization by many of the Teacher-Advisors that a greater use of multi-media resources might be incorporated into the learning process to provide greater variation, stimulation, and diversification of the student experience.
2. Teacher-Advisors are commended for their diligent efforts in the development of a widely diversified curriculum designed to meet the interests and abilities of the student body in the nine designated areas of learning.

3. *Teacher-Advisors are commended for their use of motivational multi-media materials in large-group presentations and seminar sessions.*
4. *Teacher-Advisors are commended for the incorporation of a multi-media approach in several instruction areas; e.g., Language Arts, Business Education, Practical Arts, and the appointment of a Teacher-Advisor with a media background to instruct in the Practical Arts areas and assist in the development of the school's media program.*

Recommendations

1. *Within the structure of the school administration a full-time (curriculum resource) professional should be provided who should be a member of the curriculum development team under the direction of the vice-principal-curriculum.*

This curriculum development team would include:

- a. The vice-principal-curriculum,
- b. The Teacher-Advisor developing the unit,
- c. A teacher from an affinity area, and
- d. The full-time professional curriculum resource person referred to in this recommendation.

This person should be able to:

- a. Assist in the design of curriculum units based on a knowledge of learning philosophy, instructional strategy and learning resources,
- b. Work with Teacher-Advisors and vice-principal-curriculum in the specification of objectives, evaluation of learning effectiveness and the modification and improvement of learning systems,
- c. Organize and coordinate resources of optimum utilization through the curricular resource centres, and
- d. Provide leadership in developing the role of media as an integral part of curriculum implementation.

Such professional assistance would also ensure maximum utilization, maintenance, accessibility and retrieval of resources as well as coordinated ordering and replacement of materials.

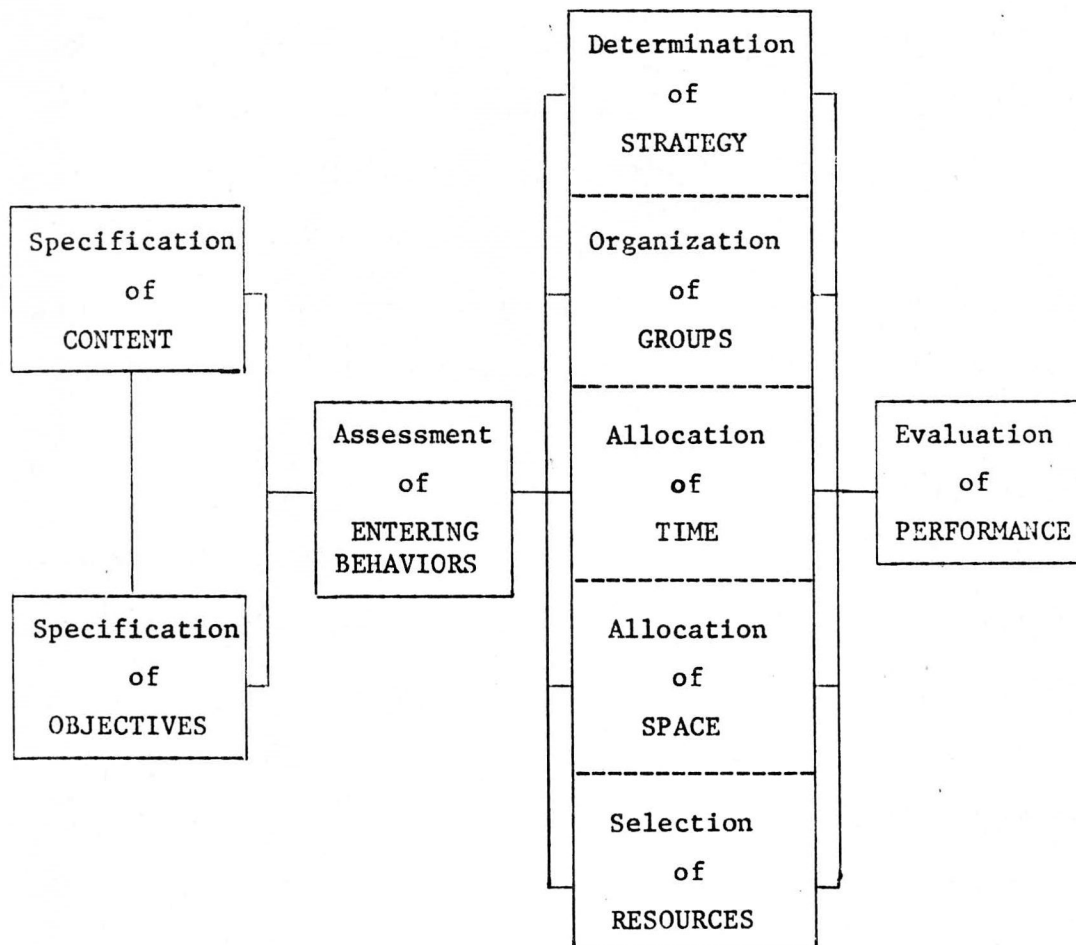
2. Consideration should be given in the budgeting process of the school for an increased allotment which might be assigned to the purchase of a wider selection of multi-media equipment and materials to assist in the development of learning strategies and the team approach to curriculum development.
3. A central card catalogue should be established in a readily accessible area of the school to provide immediate information retrieval of all print and non-print materials within the plant.

Rationale. Such a service would improve and is essential to the decentralization of resources philosophy of the Bishop Carroll High School.

4. Coordination should be provided for the para-professionals in charge of the various curriculum resource centres by a person with library development skills, to assure maximum utilization and maintenance of resources through improved storage, accessibility and retrieval.
5. Teacher-Advisors should be encouraged to make an increased use of personnel and resources provided within the system as well as incorporation of community resources, both human and material, at every opportunity.
6. Attempts should be made to establish a facility within the school which could be developed as a leisure reading, viewing and listening area.
7. A program of equipment maintenance and replacement should be established.
8. Bibliographical assistance should be provided for the staff (library oriented person referred to in Recommendation 4) to aid staff in selection of top quality high impact curricular materials.
9. Useage of the television production studio and media centre should be encouraged under the direction of the Teacher-Advisor (media) and that an increased amount of time should be provided, when feasible, for this person to carry out his ever increasing responsibilities.

Rationale

Systematic development of curricular units. A major component of student learning at Bishop Carroll High School is provided by the "unit-paks" so that the effectiveness of learning is determined in large part by the quality of these materials. At this stage of development, it is suggested that a team approach to development of unit-paks would improve the communicability of unit-paks, reduce the potential for misunderstanding and thus save teacher time in correcting student errors, and reduce the need for rewriting. Additionally, a team approach would provide for utilizing a broader range of media, enhance the effectiveness of learning strategies employed within the unit-paks and provide for competency-based learning packages based on performance criteria. Since the school has established its present courses, teachers may now be able to concentrate on the important tasks of instructional development, a process of qualitative improvement of the unit-paks. It is realized that instructional design is expensive of teacher time and that it is necessary to "front-end load" the development process with increased investments of professional time; however, since unit-paks are crucial to the success of the entire school program, a high priority for this activity is justified. Within the framework of Unit-Pak Construction and Design by Dr. A. F. McLean, it is suggested that the following chart has value in adding the important dimensions of selection of resources and determination of strategy.



(Abstracted from Teaching and Media: A Systematic Approach by Gerlach and Ely, Prentice-Hall, Englewood Cliffs, 1971).

Determination of strategy. In designing learning to meet some objectives, it may be appropriate to select alternative strategies, e.g., simulation games, computer-assisted instruction, programmed learning, audio-tutorial packages. The process of instructional design is concerned with determining appropriate strategies for effective learning which may or may not incorporate a variety of techniques and media beyond the printed word.

Selection of resources. Within the instructional design process, a vital role is assigned to the selection of resources because the quality and effectiveness of these resources is a most crucial variable in the effectiveness of learning. In preparing materials for students, it is imperative that bibliographic information is available to unit-pak developers. Only then can meaningful decisions be made as to which materials are best suited to meeting the specified objectives. This selection process also allows the most effective format to be chosen for diverse learning situations. In the absence of appropriate materials, it may then be determined that a specific local production should be designed. The heavy expenditures of time in developing local materials should only be justified after an intensive and extensive search for materials already available for integration into unit-paks. With an intensified effort in instructional design, with provision for pilot-testing with students, revision of units should be substantially minimized and students will require less individual time with teachers for clarification of learning. Teacher time thus saved could be diverted to the improvement of seminars, the Teacher-Advisor function and further instructional design. In view of the importance of developing quality units it is suggested that this be done, even at the expense of some optional course offerings. Since units developed at the school could be applicable in other schools, it is unreasonable to suppose that the full cost of instructional design should be borne by Bishop Carroll High School.

ENGLISH LANGUAGE ARTS

INTRODUCTION

The Evaluation Plan

The Language Arts evaluation team attempted to evaluate the Bishop Carroll High School Language Arts program in the total context of the school's philosophy, and the approaches to teaching and learning that have evolved from that philosophy. An overview of the school's philosophy, goals, enabling objectives, organizational pattern and teaching-learning strategies, as perceived by the evaluators, is shown in the chart on the following page.

The evaluation team attempted to answer these four basic questions about the English Language Arts program in Bishop Carroll High School:

1. What are they trying to do?
2. How are they trying to do it?
3. Are they succeeding in doing what they set out to do?
4. Is the program adequate in terms of the courses of study for English recommended by the Alberta Department of Education?

To find answers to these questions, the following evaluative activities and techniques were employed:

1. Each of the four Department of Education evaluators:
 - a. Spent the better part of one day with each of the following people in the school:
 - i. Two assigned Teacher-Advisors
 - ii. Two assigned Instructional-Assistants

FROM PHILOSOPHY TO LEARNING STRATEGIES IN THE BISHOP CARROLL HIGH SCHOOL MODEL

(External Evaluator's View)

PHILOSOPHY/ RATIONALE	BASIC GENERAL GOALS	ORGANIZATIONAL PATTERNS	ENABLING OBJECTIVES	TEACHING, LEARNING STRATEGIES
Total commitment to total change as a means of producing better teaching and better learning	<ul style="list-style-type: none"> -to make education more humane -to professionalize the business of teaching -to aid in development of interpersonal relations -to expand the education process to the community 	<ul style="list-style-type: none"> -nine areas of human knowledge -minimum essentials in curriculum content -differentiated instructional staff -Teacher-Advisor -Instructional-Assistant -General-Aide -Clerical-Aide -resource centres 	<ul style="list-style-type: none"> -provide a program with varied strategies and environments for learning -define the role of teacher as distinct from I.A., clerk or aide -distinguish between essential learnings for all students and learnings relevant for student to follow their own interests and talents -develop better methods and materials for evaluating -- effects of programs on students and teachers -analyze the process and progress of change among schools 	<ul style="list-style-type: none"> -unit-paks are the basic components of the core curriculum -small-group seminars provide for exchange of ideas and insights -a variety of learning environments (resource centres) and media are available for student use -minimum skills in each area of knowledge are taught -continuous exposure to the nine basic curriculum areas over a three-year cycle is aimed at increased retention of essential knowledge -independent study places responsibility for learning and achieving upon the student

- iii. Two assigned General or Clerical-Aides
 - iv. Two assigned students at different levels.
 - b. Examined in detail two or more sets of assigned unit-paks.
 - c. Examined materials and noted procedures in the English Resource Centre, the Communications Skills Centre and the second-floor reading room.
 - d. Observed and talked informally with students, teachers, and assistants at every opportunity.
- 2. Evaluators observed the teaching, the student presentations and the teacher-student interactions in large-group presentations and in seminars.
 - 3. Evaluators met with Teacher-Advisors from the English Team on at least four occasions to obtain information, share concerns, and clarify perceptions.
 - 4. A questionnaire was used to solicit opinion on many features of the English program from Teacher-Advisors, Instructional-Assistants, aides and students. (Complete questionnaire and results given in Appendix E.1.)

Reporting the Findings

A synthesis of data gathered in answer to the above-listed four questions is reported in the next four sections of this report under these headings:

- 1. Stated Objectives of the English Language Arts Program in Bishop Carroll High School.
- 2. The Nature of Programs, People and Structures Comprising the

Teaching-Learning Environment for English Language Arts. (The terms in this heading are congruent with the structure of curriculum outlined in the literature provided by the school.)

3. Determining the Degree to which Stated Objectives have been Achieved.
4. Comparison/Contrast of the Bishop Carroll High School Program in English with the Alberta Program of Studies in English.

At the end of each of these four sections, evaluative observations and conclusions are stated. The fifth section of the report presents an assessment of the advantages of the school, and the sixth section contains recommendations.

STATED OBJECTIVES OF THE ENGLISH LANGUAGE ARTS PROGRAM IN BISHOP CARROLL HIGH SCHOOL

Sources of Statements Regarding Objectives of the English Language Arts Program

The Directors of the Model Schools Project³. If we are truly committed to the individualization of instruction, we must allow students to achieve different goals, using different means, and we must measure their growth in different ways.

Literature⁴ provided by Bishop Carroll professional staff. The stated general objectives of the Bishop Carroll High School Language Arts are quoted in full in the fifth section of this report.

³J. Lloyd Trump and William Georgiades, "Individualized Assessment in the Model Schools Project", NASSP Bulletin, (May, 1974), p. 68.

⁴Robert Whitburn, Information and Sample Units, (Calgary: Office of the Activities and External Relations Director, Bishop Carroll High School), 1974.

Unit-paks. The general guide to Unit-Pak Construction⁵ indicates that objectives are to be treated in explicit statements, in implicit procedures as part of learning experiences and as part of the pre- and post-tests.

Excerpt from general guide for Unit-Pak Construction:

D. UNIT CONSTRUCTION

1. Title
2. Subconcept
3. References
4. Behavioral Objectives (Should be the required learning activities -- the "must do's").
5. Pre-Test (If deemed necessary or can be the same as the post-test).
6. Learning Activities (A listing of specific activities which may be supportive, informative, informational, required, or optional but are designated so by the behavioral objectives).
7. Post-Test (Taken at learner's option -- can be same as pre-test. Must relate directly to the behavioral objectives and the mode of learning).

Evaluative Observations and Conclusions

1. The majority of unit-paks surveyed contain some form of objectives statement.

⁵ A. F. McLean, Unit-Pak Construction and Design, (Calgary: Bishop Carroll High School), 1973.

2. A survey of the stated objectives in all of the available unit-paks for English reveals a wide variety of types and formats of objectives statements. For descriptive purposes these objectives can be categorized as one of the following:

- a. Objectives stated in behavioral terms
- b. Explicit statements of objectives for teachers
- c. Explicit statements of objectives for students
- d. Implicit objectives contained in directions for learning activities
- e. Statements of teacher objectives addressed to students
- f. Combinations or mixtures of one or more of the above types.

Examples of each of the above-listed types of objectives are quoted from the unit-paks and presented in summary form in Appendix E.2.

3. Most of the statements of objectives are not in behavioral terms, and they do not indicate "required learning activities", as the Guide for Unit-Pak Construction by A. McLean suggests. When asked about this apparent discrepancy, the teachers of English at Bishop Carroll High School stated that they do not view the lack of behavioral objectives in their unit-paks as a shortcoming. They reported that they had tried to follow a behavioral-objectives approach when the school first opened, but found objective-writing tasks confusing and seemingly incongruent with a number of the general objectives of the English program. (For further discussion on this point see Appendix E.3.)
4. The structure and wording of many of the statements of objectives contained in the unit-paks are such that the achievement of such objectives could not be measured accurately. Some statements are

vague -- even meaningless -- the terminal behavior of the learner is often implied, rather than stated explicitly, leaving much room for misinterpretation. Acceptable performance criteria for the learner are not given in most of the objectives.

Objectives stated in the Unit-Paks on Man in Literature Program, and Spelling exemplify these qualities. Conditions under which the learning behaviors are to occur are not specified in most of the statements of objectives or in the description of learning activities, which imply the objectives. For example, in the Unit-Pak on Reading, the conditions under which the student is to increase his speed are not specified, i.e., when using a mechanical pacing device only, when reading a novel, when preparing to read a passage orally, as a dramatic activity, etc. (For further discussion of the above points see Appendix E.3.)

5. Most of the objectives statements are content-oriented rather than process-oriented. Neither the general objectives nor the objectives of the unit-paks takes into account the fact that the communication process is the heart of any Language Arts program.
6. Objectives stated in most of the unit-paks do not contribute directly to the satisfaction of individual instructional needs of students. If a student's specific instructional needs happen to match those attended to in existing unit-paks, his needs might be met, but if he has some other needs, teachers can only help him individualize assignments; they are unable, at present, to develop individualized instruction based on objectives designed to meet one student's needs. They have evolved unit-paks to meet objectives related to generalized student

needs, such as preponderance of errors in usage or failure to follow prescribed format in essay writing, but they have not developed individualized objectives for instruction that will meet individualized needs.

Statements of objectives in the unit-paks do not appear to be compatible with the Trump concept of individualization of instruction in that they do not explicitly provide for individual differences among students and teachers. There are few, if any, indications that students may pursue different goals by different means from those pursued by all of their peers. The stated objectives appear to be intended for all of the students who seek credit in the course. The objectives do not call for differentiated levels of thinking and skill performance appropriate to varying maturity and educational levels of students.

7. The statements of objectives in the unit-paks do not stress "innovative practices" as declared in the assumptions underlying the general objectives for the English program. (See the fifth section of this report.) On the contrary, the program is quite traditional. Judgments have apparently been made about what are the minimum essentials which all students need in each of the traditional literary genre, and objectives written to cover this minimum content. It would appear that in preparing objectives for their unit-paks, the teachers of English in Bishop Carroll have not avoided the pitfalls of what is known as a "tradition-bound elective program". (See reference to LaConte in Appendix E.3.) Such a program results because of teachers' inability to free themselves from old concepts and models. Often they

use their old college catalogue as the basis for the programs they develop -- literature arranged by period or author or type, and a course or two in composition or creative writing. When these programs are presented to students, the end result is a lot of picking and choosing, a lot of tabulating and scheduling, and virtually no change in the curriculum.

8. Some of the statements of objectives contain errors of fact, or at least, dubious assumptions about learning and about the subject or skill to be acquired. For example, recent research in reading would suggest that eliminating regressions (stated as an objective in the Reading Unit-Pak) is not only impossible, but also undesirable since most proficient readers employ regressions as strategies for comprehension. Other examples of dubious statements can be found in the unit-paks and other activities related to what is termed the communication skills. A very narrow view is taken of communication. The totality of the communication process is negated by an emphasis upon mechanical, editorial specifics such as format, "correct" usage and spelling.
9. There are no apparent mechanisms or planning devices to translate the stated general objectives into specific objectives and thence to coordinated, specific learning activities. Achievement of the general objectives must be left to chance and/or to any natural overlapping of purposes for the learning activities and the objectives that may exist.

THE NATURE OF PROGRAMS, PEOPLE AND STRUCTURES COMPRISING THE
TEACHING-LEARNING ENVIRONMENT FOR ENGLISH LANGUAGE ARTS

PROGRAMS

Overview of Courses Students can Complete for Credit in English

LEVEL I

DRAMA				POETRY				S. STOR.				NOVEL				JOURNAL				BASIC SKILLS					QUEST					
CORE PROGRAM										OPTION					COMMUNICATIONS															
1	2	3	4	1	2	3	4	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	5	6	7	1	2	3	4	5

LEVEL II

POETRY NOVEL S. STOR. DRAMA												JOURNAL ESSAY OPTION INDEPTH												QUEST				
CORE PROGRAM												COMMUNICATIONS																
1	2	3	1	2	3	4	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5

LEVEL III

CORE PROGRAM ---										JOURNAL				COMMUNICATIONS					OPTION				INDEPTH						QUEST					
1	2	3	4	5	6	7	8	9	10	1	2	3	4	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5

WORLD LITERATURE

4 TEACHER THEMES												4 STUDENT THEMES								JOUR- NAL				ESSAY	NOVEL				QUEST					
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	1	2	3	4	1	2	1	2	3	4	1	2	3	4	5

The Arabic numerals at the base of each diagram indicate the number of units in each component of the program. Explanations of the terms used in the diagrams are given on the next two pages.

Every English Language Arts course consists of 30 units with the exception of Reading 10, which is 15 units. Level I English consists of four parts: Core Program, Option, Communications and Quest. Level II and Level III courses consist of Core Program, Option, Communication, Indepth Study and Quest. Each of these parts (Core Program, etc.) is evaluated independently and each counts for a particular portion of the final mark in a course.

Core Program. The Core Program consists of 15 units in Level I, 14 units in Level II and 10 units in Level III. The Core portion of the program deals with Literature in four genre: novel, drama, poetry and short story. Each level of the Core Program is constructed to increase student awareness of technique, purpose and theme. Each genre has its own unit-pak which consists of the readings to be done, specification of the seminars to be attended, and the assignments to be completed by the students for evaluation by the Teacher-Advisor. Each genre has two seminars, the first one in Week A and the second in Week B. (See Appendix E.4 for complete time-tables.) A maximum of twenty students per seminar is permitted. A seminar book for each of the four genre is placed in the English Resource Centre. When a student feels he is ready for a seminar in a given genre unit-pak, he signs his name in the book under designated dates that have been placed there by the Teacher-Advisor. As soon as there are twenty students' names in the book, the Teacher-Advisor announces the seminar. Teacher-Advisors set aside some time for seminars each week. (See Appendix E.4 for times.)

Students are advised to begin their Core Programs immediately upon entering school each term, and to attend seminars faithfully.

Attendance and participation in seminars can earn the student credit for units.

In the seminars, the Teacher-Advisor may make a formal presentation, or he may call upon individual students to make oral progress reports on their work on the unit-pak assignments. Sometimes an entire seminar is taken up with students' questions about unit-pak assignments or some such student concern.

Option. A number of options are available to students at all three levels. Options vary from reading, to live theatre, to thematic projects, to reading-sharing with old people, to structured listening lessons, to artistic life in the community, to photography, to mythology -- to any option upon which the student and his English teacher can agree.

Communications. Communication in Level I consists of the Journal and basic writing skills (sentence, paragraph, essay). The Level II Communications units consist of the Journal, two personal essays and the option; Level III Communication consists of option, basic writing, and research methods and writing.

Indepth study. Units are designed to meet the literary interests of the individual student. Each student and his English teacher may jointly plan the assignments and agree upon the methods of evaluation, or the student may select from a number of prepared themes. The indepth study allows for considerable scope and depth and can be totally individualized for the student with initiative and ability.

Format and content of the unit-paks. Most unit-paks consist of from 2 to 12 typewritten pages of expository material, usually quite didactic in tone. The following direct quotations from a unit-pak will illustrate:

- from What is Drama?⁶ - Levels I and II

Unit 1:

1. Reread this and make sure that you understand the basic difference in these three literary forms - the novel, the play, the film - all of which tell a story - but all of which must be judged by different criteria.
2. Read the information given to you here and make notes on it for your own use. See filmstrip and listen to tape How to Read and Understand Drama.⁷

Required:

The student will write a multiple choice test based on the definitions and devices listed and underlined in this unit, as well as the filmstrip and tape How to Read and Understand Drama.

Unit 2:

1. Write an essay (400-600 words) on one of the following:
 - a. A character sketch of any major character
 - b. Discuss the importance of the physical and emotional setting of the play of your choice of the theme.
2. English 10 and 20 students who are taking part in Mr. Choquette's Drama are not required to write the essay.

See Appendix E.5 for a description of unit-paks surveyed by the evaluation team.

⁶ and ⁷. These are titles of commercially prepared film-strip-tape "learning packages" - including teaching notes - sold in Canada by Medex Educational Supplier, Box 32, Station B, Toronto, 1968.

Techniques and Strategies Designed to meet the Needs of Students

The Department of Education evaluators noted and attempted to assess the degree to which the following strategies and techniques were being utilized in the English program:

Diagnosis of individual student learning needs

- clarification of learning objectives so that individual student learning objectives can be stated
- determination of each student's level of skill competency
- helping students discover their specific interests

Prescription of individualized learning activities

- specification of minimum content to be "learned"
- suggestions as to appropriate learning strategies for individual students
- encouragement of enrichment types of activities
- provision of remedial types of learning activities

Evaluation of student progress by means of individualized techniques.

Individual diagnosis. Procedures for diagnosing individual student learning needs include the following:

1. An analysis of a paragraph assigned to all Level I students to determine placement in groups for a compulsory "communications" course at the beginning of the 1974-75 term.
2. Conclusions drawn from the frequency and nature of students' questions and requests for help made to either teachers or Instructional-Assistants.

3. Objective types of tests on which students are required to achieve a minimum "correctness" level of from 75 to 80 per cent. These tests are available upon request from aides in the English Resource Centre and the Communication Skills Centre. Although they are often used for terminal evaluations, these tests are also used for determining either the student's state of readiness for work in prescribed unit-paks or placement in programmed learning packages in listening or reading.

Diagnosis of student interests. Students' interests are not diagnosed directly and formally, but teachers' sensitivity to student interests is maintained reasonably well through informal verbal interaction (between students and teachers, Instructional-Assistants and other aides), through noting student choices of assignments allowed in the unit-paks, as well as through student questions and requests for permission to follow certain interests. The freedom that students have to determine their own priorities for use of their time provides some opportunity for discovery of interests in an incidental way.

Individualized student objectives. No individualized student objectives are stated, except in such extreme cases as "contract learning" which is reported to be employed when a student has made no visible progress over an entire semester and therefore must contract with a teacher to achieve certain specific objectives. Each student's objective seems to be to complete the minimum requirements for credit in each course. Objectives are discussed in detail in the second section, above.

Enrichment. Enrichment types of activities are encouraged by allowing students some choice of assignments in the unit-paks and by providing optional courses for credit. (See the fifth section for an outline of these optional courses.)

Remediation. An attempt has been made to provide remedial types of learning activities in the Communications Skills Centre through programmed commercial "skills" packages and through the compulsory three-week "communication" course provided for Level I students this year.

Evaluation. Evaluation of students' progress is individualized to the extent that each student is supposed to have a Teacher-Advisor who constantly monitors his progress and confers individually on a regular basis with him. When Teacher-Advisors can find the time to do this kind of evaluating and consulting with students, this practice seems to be very effective and satisfying for both student and teacher. Evaluation procedures are discussed in detail in the fourth section of this report.

Teaching strategies. Teaching strategies used in the English program include: large-group presentations, seminars, small-group meeting, individual assistance in the resource area or in the Communications Skills Centre, the unit-paks, and community experiences such as attendance at Theatre Calgary productions.

Large-group presentations are not an integral part of the English program (contrary to statements in the Bishop Carroll High School literature). In fact they do not appear to be even an essential part. The content of these sessions could be interesting and entertaining, perhaps

even stimulating, but the sessions do not function as teaching devices. An example of such a presentation is the multimedia showing about North American Indians put on by some students from the World Literature class. While students are urged to attend, no credit or other incentives for attendance (nor penalties for non-attendance) were evident to the evaluators.

The small-group sessions, in the "Trump" plan, were to be guidance oriented, and not a part of the instructional process as far as the nine areas of knowledge were concerned. At these sessions, a small group of students and a Teacher-Advisor are to discuss items of information and problems related to progress in courses, program planning, and so on.

Seminars were intended as discussion sessions in which 15 to 20 students and a teacher (or teachers) could share ideas and exchange interpretations related to a topic or area of interest that had been previously studied. The seminars observed during the present evaluation tended to be about one hour in length and to be teacher-controlled. The activities observed consisted of lectures, delivery of assignments, showing of filmstrips, discussions -- in general, the same types of activities that are normally carried out in a conventional classroom. The seminar concept has undergone some revision and is in a state of "evolution", as explained in a paper prepared by the team leader. (This paper is quoted in Appendix E.3.)

How Programs are Evolved

Program building is the responsibility of the English Language Arts team. The word "team" is usually used in the Bishop Carroll High

School literature to mean Teacher-Advisors only -- even though Instructional-Assistants and Clerical-Aides and General-Aides have parts to play in program building. In practice, the Teacher-Advisors formulate the courses while Instructional-Assistants have responsibility for implementing them under the direction of teachers. Teacher-Advisors seem to welcome suggestions for revisions from Instructional-Assistants, but aside from their role in implementation, the Instructional-Assistants do not play a significant direct role in the actual composition of most courses.

Information obtained from interviews and from the responses to the questionnaire (Appendix E.1) indicate that the principal and vice-principal play no significant direct role in curriculum building for English Language Arts. However, as administrators, they do have an important influence through indirect evaluation of courses and through their authority to approve courses developed by the English team.

Students have an indirect, often incidental, but nonetheless important input into the composition and revision of courses. If students complain, either to a Teacher-Advisor or an Instructional-Assistant, about something in a unit-pak (i.e., directions too difficult to understand, pak takes too long to complete, resource materials not available, etc.) the unit-pak may eventually be revised, or additional unit-paks composed to meet an obvious need.

The procedures that have been adopted at Bishop Carroll High School for composing, evaluating, revising and implementing courses are well illustrated in a paper by the team leader. (See Appendix E.6)

PEOPLE -- DESCRIPTION OF ROLES AND RELATIONSHIPS

Job Descriptions

In the literature provided by Bishop Carroll High School, the people component of the teaching-learning environment is described mainly in the "Job Descriptions" (See Appendix E.7). But these job descriptions are not very helpful in determining what specific tasks each individual teacher is to perform, and what tasks the team is to be responsible for. Some of the tasks listed under "Job Description - Area Teams", specify actions to be carried out by individuals; e.g., "Each member will take attendance at every small group". The job descriptions are repetitive and poorly organized as to levels of generality or specificity, as the following items from the job description for area teams illustrate:

9. Each member will present or co-ordinate one large group presentation on his subject every eight weeks.
10. Each member will where necessary, provide the students with reference sheets for the large-group presentations.

Job descriptions to reflect expectations: After observing teachers performing many tasks at different times during the school day in a variety of locations and situations throughout the school, the evaluators analyzed and re-ordered the job descriptions into categories which reflect clearly and accurately the expectations held for Teacher-Advisors. These categories are:

1. Technical-managerial tasks
2. Counselling-advising tasks
3. Subject-teaching tasks

4. Curriculum development tasks
5. Cooperative, team activities involving any and all of the tasks included in items 1-4, above.
1. Technical-managerial tasks:
 - a. Take attendance for all counselees every morning when school begins.
 - b. Remind counselees in morning check-in of interviews, large- and small-group sessions or seminars.
 - c. Read the bulletin and all messages from various departments to all counselees at morning check-in.
 - d. Take attendance at every small-group or seminar session.
 - e. Collect information about the student from direct interviews with student, from teachers, and from various other sources, and store this information so that it is readily available for interpretation to students, parents and staff.
 - f. Keep counsellee files up to date in terms of marks and unit credits awarded by all teachers in all subjects, and comments written by teachers re the student's progress.
 - g. Send home progress reports at least every 2 months for each counsellee.
2. Counselling-advising tasks:
 - a. To be personally responsible for advising and assisting 30-35 students with their course work throughout the course of their high school careers at Bishop Carroll High School.
 - b. Meet with each counsellee at least 3-4 hours per month.

- c. Check and evaluate progress in each subject area for each counsellor at least twice per month.
- d. Send up-dated monthly reports to Teacher-Advisors on the progress of their counsellees in English.
- e. Aid each counsellor in obtaining specific help from teachers in subjects where difficulties arise by setting up appointments with appropriate subject teachers.
- f. Contact the parents of counsellees directly, whenever the need arises, in regard to:
 - absences from school, or from seminars and group sessions
 - not following schedules arranged with a teacher
 - lack of progress in any area(s)
 - exceptional progress in any area(s).

Counselling-advising tasks involve helping students find their own interests, and helping them plan and evaluate their independent study schedules in all subject areas. Usually this will take the form of straight advisement on routine matters, and should not be confused with personal "crisis" counselling. In some cases, a Teacher-Advisor may need to do little more than encourage a student to pursue as many areas of activity sponsored by the school as possible.

3. Subject-teaching tasks:

- a. Discuss assignments and help individual students or groups of students in the area resource centre.
- b. Evaluate student assignments (oral, written or electronic media).
- c. Be responsible for small-group sessions.

- d. Conduct seminars in connection with specific unit-paks.
 - e. Participate in preparation and presentation of large-group presentations for which the subject area team is responsible.
4. Curriculum development tasks:
- a. Spend one or two hours each week evaluating and revising curriculum materials (unit-paks and supporting instructional resources).
 - b. Develop at least one unit-pak of curriculum materials for existing courses during each school term.
 - c. Attend and participate in bi-weekly team meetings, and in any special meetings called by the team leader.
 - d. Make sure necessary unit-paks and support materials (both written and audio-visual) are available in sufficient quantities in the resource centre.
 - e. Make every effort to stay current in the knowledge of the profession with regard to research findings and curriculum developments in the area of specialty.

Teacher-Advisor's responsibility for content. Along with the above-listed task expectations, each Teacher-Advisor has been given specific areas of responsibility with regard to content in the subject. The areas of responsibility are outlined in the following chart:

ENGLISH LANGUAGE ARTS AREA TEAM

Teacher	Content Area*	Instructional- Assistant
A (Team Leader)	Level I and Novel	a
B	Level I and Drama	b
C	Level I and Poetry	c
D	Level I and Short Story	d
E	Level I and Communication	e
	Progress Reports and Files	f
	Book Circulation	g
	Secretary	h

*Responsibility in this area includes composition and revision of unit-paks, organizing and conducting seminars and implementing procedures for evaluating student work.

In addition to the content area responsibilities listed above, each Teacher-Advisor has responsibility for the English education of the counsellees of seven assigned teachers; that is, a total of 175 to 210 students per English teacher.

Besides acting as an individual in performing the tasks listed on the preceding three pages, each Teacher-Advisor is expected to cooperate with other teachers, and with professional Counsellors and administrators as part of an educational team. One of the Teacher-Advisors acts as team leader. This person performs many of the tasks usually delegated to a Department Head in a conventional school. In addition to his duties as an individual teacher-manager, counsellor-advisor, subject teacher and curriculum builder, he attempts to meet the following task expectations:

1. Be directly responsible to the principal.
2. Submit an annual report to the principal.
3. Be responsible for the supervision and coordination of instruction within the English area.
4. Supervise and coordinate the preparation and revision of courses of study and course units of instruction.
5. Present and/or coordinate one large-group presentation on the subject every eight weeks.
6. Be responsible for the assignment of duties to Instructional-Assistants, Clerical-Aides and General-Aides.
7. Organize and conduct area meetings.
8. Coordinate the selection and distribution of textbooks and other instructional materials for the area.
9. Aid Instructional-Assistants in knowing all areas of the curriculum.

Instructional-Assistants. The tasks that Instructional-Assistants are expected to perform are quite clearly specified in the "Job Description for Instructional-Assistants" (See Appendix E.7). As indicated in the chart on the previous page, Instructional-Assistants are assigned specific areas of responsibility, working with designated Teacher-Advisors.

All of the Instructional-Assistants were interviewed and observed as they worked either in the English Resource Area or in the Communications Skills Centre. Detailed accounts of these interviews are given in Appendix E.8.

Many of the Instructional-Assistants are well educated. At least three of them stated that they have two or more years of university train-

ing in such fields as home economics and education, and one is a registered nurse. They work 5 1/2 hours per day, 5 days per week at a pay rate of about \$2.75 per hour. They accept the direct authority of the Teacher-Advisors in all matters related to students and courses of study.

Instructional-Assistants were observed carrying out many duties and filling many roles in the process. As helpers in the resource area they assist students with problems and answer questions arising from the unit-paks; as disciplinarians, they keep order in the resource area; as markers they score objective tests and preview essays for correct format, usage and spelling; as supervisors, they administer tests; as curriculum resource assistants they make sure that supplies of unit-paks and support materials are available in sufficient quantities in the resource area; as substitute teachers they fill in occasionally in seminars, particularly if they have a strong background of experience or training on the topic under study at a seminar.

STRUCTURES - WAYS OF UTILIZING TIME, MONEY, SPACE

Since the reports on Finance and Facilities deal with utilization of money and space, respectively, no attempt will be made here to delve deeply into these aspects of structure. The English program does not appear to be suffering from a lack of space or a severe shortage of money, but there is some question about whether Teacher-Advisors have enough time to perform all of the tasks that must be completed if students are to receive more than a mediocre program in English. Time can, of course,

cost money, as would be the case if more professional staff were hired in order to relieve pressures of time upon existing staff.

Distribution of Teacher-Advisors' Time

If each Teacher-Advisor is to meet his responsibilities to some 30 personal counselees, some 200+ counselees of 7 other Teacher-Advisors for supervision and evaluation of all English course work, and to any or all of the 1100+ students for English education in one assigned literary genre, then time must be arranged for making contacts with these students. Teacher contacts with students are made in the English Resource Centre, in seminar sessions, in the Teacher-Advisor's office, or in chance encounters throughout the school. The English Teachers' timetable (Appendix E.4) shows the scheduled time for each teacher. On the average, teachers' time is distributed as follows:

	<u>Hours Per Week</u>	<u>% of Total Time in a Week</u>
Small-group sessions	1	3
Seminars	4½	15
Resource Centre	5½	18
Meetings on Curriculum and Administrative matters	2	7
Unscheduled Time	<u>17</u>	<u>57</u>
TOTAL	<u>30 hours</u>	<u>100%</u>

The Job Descriptions (Appendix E.7) state that a Teacher-Advisor is to meet with each counselee for at least 3 hours per month. If the Teacher-Advisor has 30 counselees, individual student conferences would require 90 hours per month, or about 22 hours per week. Teacher-Advisors

simply do not have that much unscheduled time in the regular school week. In order to meet this job requirement, each Teacher-Advisor would have to schedule at least one hour of individual student conferences per day outside of regular school hours. Even assuming that students could or would keep appointments for such hours, there would still not be any unscheduled teacher time in regular school hours for work on curriculum, for marking and evaluating student work, and for preparing seminars.

Utilization of Unscheduled Time by Teacher-Advisors

During the time that teachers are scheduled to be in the Resource Centre, some individual interviews with students can take place, but evaluators' observations of teachers in the Centre revealed that they were not readily available to students for exchanges of any significant length or depth. While in the Resource Centre, teachers were observed marking essays, making course revisions, checking student records or the seminar books, and so on. One Teacher-Advisor scheduled individual interviews with all counsellees (about 32) during scheduled time in the Resource Centre. Each interview was a short, perfunctory encounter in which the teacher asked the student what he was doing with his time each day, and how he was getting on. If the student responded in a positive manner, the interview was very short. If the student was having difficulty because he was not making effective use of his time or the material in the unit-pak was too difficult -- or whatever the reason -- he would be given a few short explanations, or encouraged to follow a certain line of action, or given admonitions for his lack of initiative and diligence. There appeared to be no arrangements to follow up recommendations made to students to

make sure they were carried out or to find out why they were not being carried out. Individual assistance given to students is in most cases sporadic and superficial, mainly due to lack of teacher time.

Library

The library concept as we traditionally know it has been abandoned in Bishop Carroll High School. Instead, reference materials are placed throughout the learning areas, some in English, some in Social Studies, some in Science, etc. While there must be advantages to this type of arrangement, it does raise some questions. It is often stated that the library is the heart of the school. If this is actually the case, Bishop Carroll may be missing, at least in part, one of its vital organs. The following questions come to mind:

1. Do students still have the opportunity to do actual library research?
Do students have the opportunity to become acquainted with the operation of a library, such as understanding the Dewey Decimal System?
2. Can materials available in the school be easily located?
3. Is a wide variety in fiction titles available to students?

It would appear that very few, if any students, do any activities that are not directly required in a unit-pak. Since the unit-paks specify the specific reference books to be used, perhaps a library would not be used very extensively and perhaps students in Bishop Carroll are too busy doing unit-paks to have time to do reading for enjoyment. Nevertheless, the abandonment of the library concept creates some problems -- particularly if one of the objectives of the program is to prepare academic students for successful and enjoyable university study following graduation from this school.

EVALUATIVE OBSERVATIONS AND CONCLUSIONS RE

PROGRAMS, PEOPLE, STRUCTURES

Programs

1. Most of the unit-paks and support materials are academic in nature in that content is mainly traditional literature and the assignments are suited to university-bound students. A high degree of proficiency in reading, synthesizing and writing is required of students if they are to complete the unit-paks successfully.
2. There would appear to be no unit-paks designed specifically for students of English 13, 23 or 33. The teachers recognize the need for specialized programs to meet the generalized needs of students who do not elect to follow academic routes, as is evidenced by the fact that an experimental program for English 13 students was carried out (See reference in Appendix E.5). In this experiment the students met as a group once a week for five weeks and worked through a particular theme together, but no unit-paks or other formalized program evolved.
3. There are very few unit-paks for Level I in any genre.
4. Level I courses appear to be evolving into prescriptive, rigid course offerings, in many ways similar to the programs seen in Grade X in a rather traditional, conventional high school.
5. Some literary genre appear to be considered more important than others -- at least, they get greater emphasis than others. For example, there are no unit-paks on the essay, as a literary form; the unit-paks

on poetry and the short story are shorter and fewer in number than the unit-paks for drama and world literature.

6. Although there are optional unit-paks available, most of the unit-paks are quite restrictive. Student choice depends upon the individual student's initiative and creativity in thinking of alternative approaches to demonstrate his understanding of given facets of given literary genre.
7. Teachers on the Bishop Carroll English Language Arts team admit that the choice of individual novels, plays, poems, and short stories is quite limited; however, they state that a somewhat limited student choice reduces preparation time for the teacher so that more time can be devoted to assisting students with their assignments in existing unit-paks.
8. Opportunities for students to engage in open-ended discussions about various aspects of English that might be of personal concern or interest to them are severely limited. Teachers are keenly aware of this limitation and are working to evolve strategies that will add the discussion dimension to the unit-paks.
9. Most of the diagnosis of student learning needs is attempted through testing with materials accompanying commercially prepared programs. The testing and scoring of student responses is done by Instructional-Assistants who have no specialized training in diagnostic testing or interpretation of results.
10. Courses in English are individualized only to the extent that a Teacher-Advisor is able to monitor each student's progress and to confer with each student on a regular basis to give individual assistance.

11. In all of the unit-paks, but particularly in those referred to as "communications" paks, there is considerable emphasis upon only one aspect of communication skills. In most of the unit-paks, these skills are the mechanical specifics of written communication (i.e., correct spelling and usage; "perfect" format) or the movements of the eyes in reading. Essays written for any and all assignments in English, regardless of level or topic, are to be in "perfect format" -- meaning that they are to be totally consistent with the standards set down in a paper entitled "Organization and Format of the Informational Essay", prepared by the Bishop Carroll High School English team. Also influential in setting these standards is a commercially prepared film-strip entitled, Organize Your Writing. In only a few of the new unit-paks on media is any attention paid to "communication" as a feeling-thinking process rather than as a set of mechanical standards of correctness.
12. The seminar appears to be evolving into a teacher-dominated session on the analysis of content. The teachers of English would prefer that all seminars throughout the school be scheduled in a more precise, rigid fashion than is now the case. The rationale for their viewpoint is explained in Appendix E.6.

People

1. The Teacher-Advisors in the English areas are well qualified, sensitive to the needs and feelings of students, and diligent in attempting to carry out the functions expected of them.

2. The success of many students in this depends upon the effectiveness of the Teacher-Advisor in giving individual students assistance in planning programs, and in utilizing time effectively. Observations of evaluators indicate that, generally, teachers do relate to students in a warm, friendly and helpful manner, and that a closer teacher-student relationship exists in this school than in most conventional schools. Students' reported perceptions tend to bear out this impression. Students see themselves and their teachers as quite friendly and free to relate -- even if they disagree with one another on various specifics. Students were observed approaching teachers quite freely and frequently.
3. The foregoing observations notwithstanding, interviews and responses to questionnaires revealed a number of students who have not made progress, particularly in their first year in Bishop Carroll High School; for example, some students did not earn even 10 credits in one year. Whether this lack of progress is due to lack of initiative and inability to assume responsibility for planning and pacing progress on the part of students, or whether it is due to lack of personalized, individual guidance from qualified teachers in understanding and interpreting a maze of core programs, options, indepth studies and quest units, is a moot question.
4. A general objective of the English Language Arts team is to place responsibility for learning directly on the students. But surely the school, and the Language Arts team, have a responsibility to assist each student to develop a sense of responsibility and then to show each student how to fulfill such a responsibility. The obligation

here would appear to have been passed almost entirely to the students. No particular set of policies or planned strategies for helping students learn how to accept responsibility is evident. In some cases it seemed to the evaluators that teachers operated from the premise that students learn responsibility through struggling through problems by themselves. Perhaps teachers do not get to know each student well enough to give in-depth assistance on a personalized, individual basis because they are responsible for so many students in various ways.

5. The Instructional-Assistants are essential to the success of the entire operation at Bishop Carroll High School. They are expected to perform a semi-professional job but their working conditions are more like those of clerical staff. Their wages would appear to be poor for people of their training and in view of the responsibility load they carry. About half of the present number stated that they are there now because they want the experience as part of their total career preparation, they like the hours, and because in some way the job suits their personal circumstances. On the whole, they appear to be conscientious and well suited for the job they are doing. It could be argued that they are in fact subsidizing the school operation by working for unrealistically low wages while carrying a major proportion of the responsibility for the success of the program, especially for the achievement of the stated goals of the school; i.e., "to make education more humane; to professionalize the business of teaching; to aid in the development of interpersonal relations".

Structures - Use of Time

1. The perceptions of Teacher-Advisors, Instructional-Assistants, as well as evaluators, is that given present duties and responsibilities, no member of the Language Arts team has time to assist adequately all the students for whom he is responsible. The counselling-advising and curriculum development roles appear to have suffered from lack of time and pressure of other duties. Teacher-Advisors appear to spend the bulk of their time in regular school hours in prescription and evaluation of tasks, for in most student-teacher contacts, the teacher is telling students what they should do, answering specific student questions about what to do, or evaluating what students have already done in connection with one of the unit-paks.
2. The evaluators suggested to some Teacher-Advisors that they could make more efficient use of their time by conducting more seminars on specific topics, and by using large-group presentations as team-teaching situations to illustrate and clarify general concepts essential to students' understanding of the subject matter. All of the Teacher-Advisors interviewed stated that they were strongly committed to preserving the one-to-one, teacher-to-student interaction approach to information-giving and problem-solving -- even though such an approach may not be the most efficient in terms of utilization of time.

DETERMINING THE DEGREE TO WHICH STATED

OBJECTIVES HAVE BEEN ACHIEVED

Procedures and Techniques used to Evaluate Student Growth

Criteria used for assigning gradings and course credits. The information on criteria given below is extracted from a paper entitled "English Language Arts Course Evaluation Procedure" prepared by the English Language Arts team leader. The sum of student work done on the four parts of each English Language Arts course (i.e., core program, option, communications and indepth study) is thirty units, which is worth 5 credits.

In the core part of the program, a common procedure is to have students do required reading and answer questions on the content, with 80 per cent accuracy required to proceed, and then prepare brief notes on given questions to be discussed at a seminar. Preparation and oral participation are said to be essential for unit credit in seminars; apparently, the teacher makes a subjective judgement about what constitutes adequate oral participation for credit. Usually, a relatively long essay assignment on work covered on each genre is evaluated in terms of organization, support of ideas presented, and grammatical correctness. Persuasive speaking is evaluated in one unit-pak for Level II, and one Level III pak requires the student to demonstrate his ability to utilize interview techniques on tape.

Level I students' communications marks are based on "his individual progress over three weeks". How this individual progress is

determined, and who rates it is not stated. Evaluation of students' work in Level III Communications is based on a "number of assignments, their grammatical correctness, their format and content".

Criteria for assigning gradings to student work in the Indepth Study paks are not stated. In the Options, students are not evaluated on the four units, but are penalized (-10 per cent) if these units are not done. Evaluation for the most part is said to be "not possible".

Reading 10, a course in developmental reading using machines and workbooks, is made up of 15 units, for which 3 credits are awarded. Students are given three placement tests to determine their Optimum Reading Achievements (ORA). At the end of the course, students are given a percentage score based on the increase in their ORA.

The following breakdown of course marks is given in the above-mentioned paper on evaluation:

Level I English

Core Program	14 Units	50%
Communications	6 Units	20%
Journal	4 Units	10%
Indepth Study	<u>6 Units</u>	<u>20%</u>
	30 Units	100%

Level II English

Core Program	18 Units	60%
Indepth Study	6 Units	30%
Option	4 Units	--
Essays	<u>2 Units</u>	<u>10%</u>
	30 Units	100%

Level III English

Core Program	16 Units	50%
Core Test	--	10%
Indepth Study	5 Units	20%

Level III English (Cont'd)

Option	4 Units	--%
Communications	<u>5 Units</u>	<u>20%</u>
	30 Units	100%

Specific techniques used to measure student achievement. Responses to the questionnaire items related to evaluation (See Appendix E.1) suggest that the techniques used to evaluate student work do not meet the specialized needs of individual students. Of 12 evaluative techniques listed in the questionnaire, the following were rated by a significant majority of respondents as most frequently used in the English courses at Bishop Carroll High School:

1. Paper-pencil tests
2. Written responses in a required format to answer specific questions or to demonstrate knowledge and understanding of assigned topics
3. Written responses on open-ended assignments that require student interpretation and supported opinion
4. Group problem-solving discussions.

Both students and teachers report that when they are offered a choice of assignments, students usually select a written mode of expression, apparently preferring to accept a teacher's assessment of an essay rather than attempt an oral presentation on some other nonprint media production.

Evaluative Observations and Conclusions

1. Most of the evaluation of students' work, and the assigning of units (credits) is a subjective judgement of a teacher.
2. Evaluation procedures deal mainly with achievement in areas of content of the literary genre.

3. Evaluative procedures used for most of the unit-paks do not accommodate individual student needs or interests to any extent.
4. Analysis of unit-paks reveals that evaluation of student achievement is very rarely related directly to the stated objectives of the unit-paks (except in the case of the reading program which emphasizes change in mechanical reading skill).
5. What are referred to as objectives or goals in most of the printed matter available from Bishop Carroll High School are not stated in terms which make them amenable to conclusive evaluation.
6. A beginning has been made in utilizing oral language production of students in teachers' evaluations of their work.

COMPARISON/CONTRAST OF BISHOP CARROLL HIGH SCHOOL PROGRAM

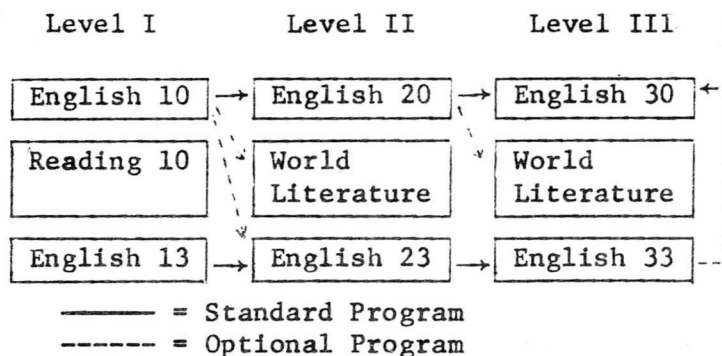
IN ENGLISH WITH THE ABLERTA PROGRAM OF STUDIES

To facilitate a comparison/contrast, selected parts of the Bishop Carroll High School literature on program, and of Alberta Department of Education publications are set down in chart form under the following headings:

1. Summary of Course Offerings
2. Stated General Objectives
3. Premises and Principles Underlying the Program
(see Appendix E.9)
4. Content Coverage: Minimum Requirements and Optional Content (see Appendix E.9)

1. Summary of Course Offerings

Bishop Carroll High School



Each of the above-named subjects is valued at 5 credits each, with the exception of Reading 10, which is 3 credits.

Department of Education - Junior-Senior High School Handbook, 1974-75

Grade X	Grade XI	Grade XII
English 10	English 20	
English 13	English 23	
	Communications 21a	English 30
	Communications 21b	English 33
	Literature 21a	
	Literature 21b	

Reading 10

The above-named courses designated as English have a credit value of 5; the Reading and all the Communications and Literature courses are 3-credit courses.

A course shown immediately to the left of any Grade XI or XII course is its normal prerequisite. Other prerequisites are indicated by means of brackets.

2. Stated General Objectives

Bishop Carroll High School

- a. To place responsibility for learning directly on the students, to foster critical and independent thinking, and to develop an interest in the Language Arts.
- b. To provide a wide range of literary, linguistic and multi-media materials to meet the needs of students of varying abilities and interests.
- c. To correlate basic literary skills and basic audio-visual communication.
- d. To improve the student's ability to read and listen with understanding, to think clearly, and to express his ideas effectively in speech and writing, as well as to develop his ability to present ideas visually.

Department of Education, Secondary Language Arts Handbook, 1972

- a. To develop the ability to communicate with increasing maturity, logic and clarity in speech, writing and in closely associated expressive arts.
- b. To develop the ability to listen, view, read and write with insight, discrimination and imagination for the end result of personal satisfaction and enjoyment.
- c. To examine a variety of expressed thought with a view to understanding and responding to mankind's values, customs and traits, and consequently, developing a value system with which to make decisions and to live.
- d. To encourage an appreciation of the impact of changes in style, media and social influences upon the developing English language.

The objectives for Bishop Carroll High School English stated, above, resemble statements made in the 1970 Curriculum Guide for English much more closely than they do the objectives quoted, above, from the current Department of Education curriculum document for English, as the following quotations from the 1970 Guide show:

English 10 is a course which:

1. Correlates literature, language and composition.
3. Includes a wide range of literary, linguistic and multi-media materials to enable teachers to meet the needs of students of varying abilities and interests.
4. Places more responsibility for learning directly on the student, fosters critical and independent thinking, and develops an interest in the Language Arts. (P. 7)

English 30 ... objectives:

- A. To improve the student's ability to read and listen with understanding, to think clearly, and to express his ideas effectively in both speech and writing. (P. 114)

Conclusions re Comparisons and Contrasts between Programs

Scope and depth. The program in English offered at Bishop Carroll High School lacks the scope and depth of the program outlined in the 1972 Secondary Language Arts Handbook, published by the Alberta Department of Education. This difference is to be expected, for it is a difference between a single high school's program, and a program designed to provide enough scope to meet the needs of all schools in the entire province. However, members of the evaluation team concluded that students in most of the comparable city high schools they had examined would probably be presented with a more comprehensive program in English, and one which

would be studied and evaluated in greater depth, than is the case in Bishop Carroll High School.

Options as means of increasing scope and depth. It is no accident that the Bishop Carroll High School program in English is more limited in scope and depth than the recommended programs in the Secondary Language Arts Handbook. The Bishop Carroll High School Language Arts team, consistent with the stated basic goals of the school, have attempted to specify those learnings in English which are essential and required of all students, that is, to specify what knowledge is of greatest worth in the field of English, and to reduce the required content so that students can pursue the available options -- assuming that these options enable students to "follow their own interests and talents". But the options available are too narrow in scope and limited in number to approach satisfaction of the varied needs, diverse interests and talents of 1,100 Alberta senior high school students in the mid-1970's.

Choices for the non-matriculation student. The non-matriculation student is not given the individualized consideration in the Bishop Carroll High School English program that the stated philosophy of the school and the stated general objectives of the English Language Arts team would lead one to expect. The needs of non-matriculation and university-bound, academic students alike are supposedly met by the options and choices available in the unit-paks and by the freedoms delegated to teachers to make individual arrangements regarding assignments with students. But the non-matriculation students, who are very often not academically inclined or

accomplished, need different choices from those offered the academically inclined. Bishop Carroll High School has thus far provided no well-defined program for English 13, 23 and 33 -- only short-lived, experimental projects.

Student choices made by teachers. It should be noted that students attending this school may, in fact, have as much, if not more, choice in terms of content and learning strategies than do students in comparable conventional high schools. Despite the fact that the Language Arts Handbook, 1972, provides numerous titles from which to choose plays, short stories, novels, essays, and many optional modules in language and literature, the students do not necessarily have many choices -- very often the teachers make the choices based on the resources of the school or their own personal interests and talents.

Continual revision is needed. Many portions of the English program in Bishop Carroll High School have not been revised since the school opened. They compare closely with the outdated Curriculum Guide for English, 1970. Thus a comparison and contrast of Bishop Carroll High School English program with the Language Arts courses currently recommended by the Department of Education tends to highlight the differences between an academic, content-oriented program and one which attempts to provide a more balanced set of alternatives for academic as well as non-academic students.

Commendations

1. The staff and students are to be commended for their efforts to achieve the goals: "to make education more humane" and "to aid in the development of personal relations." The greatest strength of this program is the people involved in it. This is the human-interaction component discussed previously under Programs. Not only are the professional teachers and their assistants well-qualified and hard-working, but also, without exception, evaluators observed the Teacher-Advisors, Instructional-Assistants and aides behaving in intelligent, sensitive ways toward students. Students observed and interviewed in the English Resource Centre, and throughout the school, were positive, polite and strongly supportive of the organizational plan of their school. The vast majority of the students interviewed and polled by means of questionnaire like the freedom, the challenges and the student-to-adult relationships that exist in the school. Evaluators found no indicators of negative attitude on the part of students toward the school building, the equipment, or the people.
2. The Language Arts Area Team has made persistent attempts to overcome weaknesses. Teacher-Advisors are very much aware of many of the problems and weaknesses in the English program and are making attempts to revise and adjust wherever possible within the constraints of time, expertise and money that exist within their department. Many of the problems and weaknesses of the Bishop Carroll High School English program highlighted in this report exist in varying degrees in all of the secondary schools of Alberta, and have existed for a number of years. A major difference between Bishop Carroll High School and many of the conventional high schools may be that the latter have come to accept the problems and weaknesses as a nearly "normal" state of affairs about which they can do little, whereas the teaching staff at Bishop Carroll High School continue to try to effect change so that the problems and weaknesses can be overcome.
3. This school has developed an effective program for the highly motivated, academic student. This type of school may offer a relief and a challenge to a capable, accomplished academic student who can accept responsibility, plan his own courses, organize his time, and devise creative approaches and strategies to his course work. Such a student may be frustrated and discouraged in a conventional school where all decisions as to use of school time and design of assignments are made for him.
4. This school provides a much needed alternative for students with unique circumstances. This type of school could offer the opportunity for an education to students who find it difficult to attend school on a regular daily basis for a variety of reasons such as: illness, the need to work part time, the need to be away for periods of time as is the case of members of a hockey team, for students who

wish to start at a different time than the beginning of a regular semester, students who transfer in from other places and need make-up courses, students who want only certain courses as trade preparation or adults who need one or two courses for post-secondary education entrance requirements.

5. The English Language Arts team is to be commended for taking a humanistic view, opposed to the structuring of English learning and teaching around limited tasks measured against specific levels of performance as stated in behavioral objectives. Bishop Carroll High School has considerable potential -- much of it as yet undeveloped -- as an "alternative school." For example, appropriate personnel in the Curriculum Branch, Alberta Department of Education, and in the various departments of the Faculty of Education, University of Calgary, might be made aware of the specifics of the operation of this school so that these agencies might attempt to develop joint projects in curriculum development and teacher training with the staff and students of Bishop Carroll High School.

Recommendations

1. The Language Arts team should make a detailed study of all their present tasks and of the time and other resources they are presently utilizing to carry out these tasks.

In this study they should attempt to set down their tasks in order of priority and to determine the minimum resources (e.g., time, expertise, print and non-print materials, etc.) required to complete each set of tasks in accordance with the philosophy of the school. At present, Teacher-Advisors are unable to do justice to such important tasks as academic counselling of individual students and composing-evaluating-revising of courses. In carrying out this study, teachers may find useful the "reordered job descriptions" presented in pages 112 to 115 of this report.

2. Within the constraints of time and resources (material and human expertise), the English Language Arts team should begin immediately to develop on-going curriculum-building and revising procedures.

Existing unit-paks should be evaluated and either discarded or revised. Additional unit-paks and supporting program components should be composed, piloted, evaluated and implemented to provide the scope and depth necessary to meet adequately the needs of most of the students, whether their goals are academic or not. Revision of existing courses and addition of further courses and support materials are necessary to accomplish the following needed improvements in the present English program:

- a. To provide more appropriate learning strategies and resource materials for all the students. (See also, the report on Learning Strategies.)
 - b. To provide more time and structure for purposeful group contacts between teachers and students and among students, as a complement to the individual personal contacts presently emphasized.
 - c. To encourage students to develop their skills and abilities in all modes of reception and expression to the point where they feel just as comfortable with speech, role-playing and presenting graphic interpretations in a group as they presently do with individual reading and writing or "chatting" in individual study time.
 - d. To provide more precise and accurate diagnoses of individual and group learning needs of students.
 - e. To utilize a wider variety of evaluative techniques than the grading of essays.
 - f. To emphasize learning activities which will help students develop the ability to communicate effectively. Developing this ability requires an understanding of the communication process. Such understanding involves deliberate, thoughtful attention to these basic "elements" in the process:
 - the subject (what)
 - the purpose (why)
 - the situation (where, when, under what conditions)
 - the audience (with whom)
 - the communicator (who)
 - the mode (how).
3. *The English Language Arts team, in cooperation with the Instructional Assistants and the students, should develop a set of policies and clearly defined strategies for helping students develop the ability to make sound decisions and wise choices to plan and to use their independent study time effectively.*

SOCIAL STUDIES AND SOCIAL SCIENCES

Staff

Teachers	-	5
Instructional-Assistants	-	2
General-Aides	-	2
Clerical-Aides	-	1

Program Offered

Social Studies 10, 20, 30
 Geography 20, Psychology 20
 Sociology 20

Aims and Objectives

The Social Science Department works within the framework of the overall school philosophy and the rationale described by the Model Schools Project. There are no overall written aims and objectives for the Social Sciences alone, but many may be found in the various unit-paks. Regulations state that each student must take a minimum of two courses valued at a total of 10 credits in order to satisfy the Alberta high school diploma requirements. Students are required to attend ten small-group seminars and strongly urged to participate in large-group sessions. The heart of the program is independent study.

Department Organization

The Social Science staff operates under a department head who coordinates the efforts of the five teachers, two Instructional-

Assistants, two General-Aides and one Clerical-Aide. A half day every two weeks the Resource Centre closes to give the staff time to meet and make their plans, both immediate and long-range. The principal or his representative may attend these meetings.

Instruction

The program. The Bishop Carroll High School offers courses in Social Studies 10, 20, 30, Geography 20, Psychology 20 and Sociology 30. Economics 30 is offered by the Business Education department. The Social Studies carry a credit value of five while Geography may be taken for either three or five credits. Psychology and Sociology may have a value of three, four or five credits.

Course content in Social Studies and the Social Sciences is contained in a series of unit-paks for each level. Each series is prefaced by an introductory statement or unit, which explains the course briefly, and tells the student what he must do as far as exercises and tests are concerned. There is usually an element of choice in the series, particularly on the Grade X level. Quest units are contained in most programs which students with high interest or ability might do for enrichment and higher marks.

For students who just wish to meet minimum diploma requirements in Social Studies, fewer units are required than for those seeking matriculation standing.

Together with a specified number of units in the unit-paks, students are required to attend a minimum of ten small-group seminars, which may or may not deal with content areas. Attendance at large-

group sessions is recommended but not compulsory.

Unit-paks.

1. Content

The content of the unit-paks in the Social Studies programs as well as in the Social Sciences, parallels the topics suggested in the provincial curriculum guide with the exception of Geography 20 where the program has been changed to meet the basic needs of low-achieving students. Unit-paks are comprehensive and deal with course content in a straight-forward manner.

2. Objectives

Student learning is directed in each unit-pak by a set of behavior objectives which tell the students what they must do, in what manner, and to what degree of accuracy. Even though these objectives read a little awkwardly at times, they are nevertheless very clear and students find little difficulty in understanding what to do. Knowledge objectives are very well represented but those in the field of skills and values are somewhat restricted. While the Provincial Social Studies program recommends the use of a wide variety of social skills, the very format of the unit-pak mitigates against this variety by stressing activities associated with reading, writing and independent study and neglecting other fields, particularly the social skills. Since students work at their own rate it is difficult to schedule interaction sessions in the small-group seminars dealing with problems contained in the course. While some objectives in the program could be classed in the valuing realm, the process is difficult to observe and nurture when the core of

such programs depends on independent study.

3. Learning Strategies

It would seem that certain learning strategies should be employed in order to meet the stated objectives. Because learning in the unit-paks is chiefly in the cognitive domain, instructions such as: "read, list, define, write a paragraph, write an essay, compare and contrast", are frequently used. Many of the activities are based on textual references, and little emphasis appears to be placed on concept development and generalizations. While students with reading problems have difficulty in most school programs, the unit-pak strategy would seem to compound the problem. Some evidence was presented during the visit, however, to indicate that some of these students could make alternative contracts with less reading emphasis and still receive the regular credits from their instructor.

The inquiry approach used in the unit-pak was found to be quite directed in that students are usually told what reference to use and what pages to read. It was felt that more open modes of inquiry might be adopted as a variation, at least. Models like those produced by Fenton, Goldmark, Banks and Clegg, and Hunt and Metcalf could produce ideas for change.

It seemed to the team that a total directed approach was not in harmony with the school's philosophy.

4. Evaluation

Evaluation methods used in the program relied heavily on the tests which students write at the completion of the unit-paks. It was found that students understood and appreciated how they would be tested and the

knowledge and skills base required could be known through objectives, clearly stated. Even though the test items for most unit-paks tended to be somewhat subjective, students still knew the degree of accuracy that was expected in order to receive credit.

5. One-Third Time

The one-third time part of the program on each grade level is met by a special theme which is an area of study selected by the student. This is a truly individualized theme where the students and his teacher agree that a project or study observing certain criteria will be completed in a specified time. Studies vary a great deal, depending substantially on the learner's ability and interest.

Humanizing factors. While certain weaknesses and limitations were noted in and around unit-pak activities, the instructional team of teachers, assistants and aides has done much to overcome the problems noted. The large- and small-group sessions provide opportunities for interaction that should go far to make the program more effective, especially if the small group seminars could be more related to course content. Perhaps there is a way of grouping enough students who are approximately at the same place in the program, so a good group discussion could reinforce the learning process. It might be possible to structure unit-paks in such a way that in order to complete the assignment a group discussion is required.

The Resource centre. In the Social Science area one or more teachers, two Instructional-Assistants and two General-Aides assist students in their independent study. While teachers talk to students about individual progress

and interpret questions, Instructional-Assistants give routine help and maintain reasonable order and discipline. The General-Aides sign out books and materials and supervise the writing of tests. They distribute unit-paks as they are needed and accept complete ones.

Students work individually or in small groups, completing unit-paks or preparing for tests which may be written at certain hours during each day.

The assistants and aides have a definite time schedule to follow beginning at 8:45 a.m. and ending at 3:15 p.m. so that service can be maintained the whole school day, including the noon hour.

Every second week small seminars are scheduled which are conducted by the teachers. Two suitable rooms, adjoining the large centre are used for this purpose. Times and topics are announced well in advance. As mentioned previously, the focus of discussion might be directly related to the unit-pak program or to subjects of general interest. Values clarification procedures are sometimes used during these seminars.

Personal contact with students in the Resource Centre was considered to be a valuable part of the learning process in this school. Relationships with teachers and students appeared to be excellent. Students were found to be frank and open and the teachers treated them as responsible adults.

Instructional-Assistants, by the nature of their responsibilities and their job description, move very closely to what are sometimes thought of as teaching duties. It would appear to be quite a challenge to anyone in education to draw an exact line between where assisting ends and teaching begins. The distinction was not of great concern to the teaching staff, since

assistants work under their direction and eventually teachers must take the full responsibility for the teaching process. However, some doubts were held by the evaluators as to whether assistants had reached their full potential in the instructional process.

The Teacher-Advisor role. The team was also impressed with how teachers were fulfilling their role of advisors to their group of approximately thirty students. It was found that the teachers knew their students well and shared their problems and concerns. They also kept in close contact with their parents and had some knowledge of their pupils in the family setting. Each teacher, having a total of twenty-five rather specific duties to perform as a team member and advisor would seem to have more than he can do. Meeting individual students alone would seem to take over half of a regular school day. Curriculum building and duties in the Resource Centre, together with conducting small-group seminars, all would seem to add up to numerous time-consuming, quite difficult tasks to perform. One manifestation of this situation was that some students expressed concern about being able to "track teachers down".

Community resources. The use of community resources has not been fully explored to date, and it appears that more use could be made of this type of learning experience. Some of the learning activities required by some of the unit-paks ask students to contact and/or interview various persons in the community. Some use is also made of resource persons from various parts of the city. A number of international figures have also made presentations to students of the Social Science Department.

Teachers have expressed the need for more community involvement in the school. Generally it was felt that a low profile approach had been taken with people in the area served by the school.

Instructional materials and aids. Because programs in Social Science depend chiefly on directed independent study, resource materials required are on hand in sufficient quantities for students to proceed.

Since the new Social Studies program highly recommends open inquiry through the use of multi-media, it was felt that certain print materials were heavily relied upon to the detriment of a wide selection of print materials and a greater use of non-print items. It was agreed that with the revision and improvement of unit-paks, wider use of materials other than books could well be made.

It is certainly hoped that larger budget allocations can be made for this department in future years. The current \$1,000.00 allotment would seem to be quite inadequate for a school of more than a thousand students. A larger allotment would certainly be required should a less directed inquiry approach using multi-media be taken in unit-pak assignments.

Commendations

1. The learning climate established in the Social Science area by the co-operative efforts of teachers, Instructional-Assistants, aides and students is commendable. Attitudes towards learning, instructional methods and the school are positive and sincere.
2. The organization of the Alberta Program of Studies into learning packages is highly satisfactory from the knowledge standpoint. The unit-paks, with their objectives, leave no doubt in students' minds what is required for their successful completion.

3. The rapport which has been established between students and their Teacher-Advisors is commendable. It was felt that teachers really knew the students and their parents, and were concerned about their educational welfare.
4. The instructional team has been efficiently organized and harmony seems to prevail in the entire area.
5. Many students have quickly learned to accept the responsibility for their learning progress. Those that do not, place the blame mostly on themselves. The emphasis on instruction and learning is on the students and not the teacher.

Recommendations

1. Existing unit-paks in the Social Sciences should be revised to include the following:
 - a. A greater variety of skills objectives and more objectives related to the valuing process.
 - b. A greater emphasis on basic concepts and generalizations in the Social Studies program.
 - c. Less emphasis on directed inquiry and more of the open variety involving independent research using more sources particularly from non-print materials. Objectives could require students to carry their research into the community or the public library.
 - d. More activities requiring interaction with other students in small-group or seminars.
 - e. Some choice for students in the unit-paks in order to better provide for their varying talents and interests.
2. Small-group seminars should become more directly related to the program as found in the unit-paks. Perhaps each unit-pak should contain a few questions which suggest that seminar discussions are necessary if problems are to be resolved satisfactorily.
3. Every effort should be made to achieve a better working relationship with guidance personnel so that the advisors' efforts are strengthened by professional help.
4. Attempts should be made to further clarify the role of Instructional Assistants, as members of the team in relation to the service they give to students.

5. *The acquisition and use of more multi-media and library services should be investigated.*
6. *More human resources should be considered in the Social Science Department, particularly for revision of curriculum materials and the writing of new units. These are time consuming and difficult tasks which require much time.*

SCIENCE

Contents

The following areas have been examined in this report:

Data Gathering Procedures

Program and Staffing

Facilities, Materials and Budget

Facilities

Facilities - the student's view

Textual material

Media

Learning Strategies and Curriculum

Unit-paks

Structure of the Program

Evaluation

The learning situation

The instructional situation

Climate

Commendations

Recommendations

Program and Staffing

The program offered is summarized in the table below. Also, included in the table are the number of Teacher-Advisors (T.A.), Instructional-Assistants (I.A.), General-Aides (G.A.) and Clerical-Aides (C.A.)

<u>Courses</u>	<u>Enrolment</u> <u>(Approx.)</u>	<u>T.A.</u>	<u>I.A.</u>	<u>G.A.</u>	<u>C.A.</u>
Physics 10-20-30	250	1	1	1	1
Computing Science	250				
Science 11, Physics 22 & Electronics					
Chemistry 10-20-30	700+	4	3	1	
Biology 10-20-30	800+				
Biochemistry	15				

The five Teacher-Advisors average 3.4 years experience at Bishop Carroll High School and have excellent qualifications, including up to three degrees.

Facilities, Materials and Budget

Facilities. In the Science suite the laboratories are well used with little evidence of unused space. Generally the facilities seem to be adaptable to a variety of activities. Facility flexibility demanded by changing plans and needs is accomplished by teacher ingenuity and resourcefulness. Most of the problems that do exist are related to the changing demands put on facilities which were difficult to forecast at the time of construction. For example, storage of print materials and filing of records in a facility that was not designed for that function is bound to create some problems. Also, the fixed positions of some of the laboratory stations and large tables seem inappropriate in

that movement around the laboratory is somewhat restricted.

A slight problem exists in that the Physics area is separated from the Biology and Chemistry floor; no solution for this separation problem is apparent.

Funds are allocated to the Science Department by the School Administration and then spent on items identified by the Science personnel. The amount spent in any one specific Science area varies from year to year to meet the changing needs of the department as a whole.

Facilities - the students' view. A variety of comments were received on the physical arrangement of the Science area. A majority of the students like the wide-open study area. (The carpeting appears to keep the noise level down.) Students added that a quiet work area is available for those who prefer it. When asked if additional carrels would be desirable most responded that they do not like the closed-in feeling or that they prefer to sit in the open with at least one other student so they can discuss problems as the need arises.

Textual material. An identified problem is the nature of commercial materials. Texts are most frequently written as if the teacher is the head of the class; such format is not the most convenient for a school orientated towards individualized instruction.

A fairly common student complaint concerned itself with the availability of required texts; Biology was the major area of concern. Books can be signed out for the day or after 3:00 p.m. Even with this system some hoarding exists which leads to these complaints.

Media. The major medium used is the printed word including both the unit-pak and the text. In most areas there is a choice among several texts. Harvard Project Physics which is being offered at Bishop Carroll High School has materials available for media presentations and hence Physics makes considerable use of cassettes and videotapes in the carrels of the media centre. These are played from a central studio. In addition, a production studio is available for student and teacher use.

Optional films were made available in small-group seminars. A problem existed in the past when film strips were used in conjunction with unit-paks in that the strips were found to deteriorate rapidly. The interim solution to this problem is not to use film strips.

A computerized instruction program is being offered on computer usage. This facility could provide a valuable resource for future instructional development in other areas by providing such things as programmed learning, presentation of experiments, replays of small seminars and optional unit-paks.

Generally, little emphasis appeared to be placed on the use of audio visual media in the Science area but the Science personnel reported plans for more use of the available equipment materials and facilities. A great potential exists for the use of media, particularly for the presentation of a large amount of experimental data. Large amounts of data can also be obtained by having a large-group of students work on a given experiment simultaneously but this is difficult to do when students are on an individualized program. The major problem confronting the instructors is time; when do they fit in this valuable potential in an already crowded schedule?

Instead of a library, all the reference materials are found in the Science centre. The students felt that this centre has all the necessary resources in it.

Learning Strategies and Curriculum

The basic tenets of the Science program appear to be: learning for mastery, consideration of individual abilities, providing for individual interests and development of personal responsibility.

Unit-Paks. The content of unit-paks is closely related to that outlined in the Alberta Program of Studies. For example, in Physics the content is in a different order and at a somewhat different level of understanding - still the materials on which the unit-paks are based are deemed by the Department of Education Physics Ad Hoc Committee to be in accordance with the objectives set for secondary school Science.

The instructions to the student in the Physics unit-paks sometimes assume that the concepts are very discrete and simplistic (e.g. Unit 2) and tend to ignore some of the interrelationships that exist between forces and events. These interrelationships may be difficult to build into the units but some recognition of the role of the element of personal discovery should become part of the units; that is, the student should be directed to dig for some of the background material and some lengthy assignments in which the students become truly involved with the subject should be encouraged. The units should also build in a student-teacher interaction in addition to the student-print interaction that consumes such a large portion of the unit-pak. One method would

be for the student to prepare a paper for presentation to a small-group or to the instructor to show his or her understanding of the topic. Another is the oral examination method as used in the Biology course.

With respect to structure, teachers report that the unit-paks must be short so that students are not overwhelmed by an apparent volume and so that they can see progress (i.e. short in format but not necessarily in amount of work to be done).

Learning for mastery is emphasized in that frequently the pass mark falls in the range of 70 to 90 percent. The degree of learning for mastery required was reported to vary with the individual student and his ability to accept responsibility. Pass marks are varied for different individuals, illustrating teacher recognition of varied degrees of abilities among students. Frequently students commented they felt they were getting "the important things here compared with a lot of quantity or gargabe." For some units students have a choice of unit-paks.

The major emphasis in laboratories is on observing and interpreting with little attention paid to problem identification, hypothesizing and experimental design. (See Appendix F.1 for list of Science processes.) Since the program is individualized, rarely is a large set of data taken into consideration, i.e., the student bases his findings only on what he gets and then checks this against a master sheet. Some students reported they would like to do experiments in larger groups and have larger amounts of data. (The potential of media in dealing with this problem was mentioned in the "Media" section.) In seminars students did get to use more extensive sets of observations. A few felt structured laboratories were necessary for some students.

With respect to actual student interaction with the laboratory, good participation in Biology was reported; some reports suggested that Chemistry laboratories were not compulsory. (Sometimes due to too many students and lack of apparatus.)

In Biology many of the laboratories are done by the teacher(s) or in small-group seminars; in other areas they are set-up for the individual or small-group participation.

A large Biology 30 project is demanded of each student. Herein attention is paid to other processes in Science than observing and interpreting.

No vandalism and little loss of equipment was reported; this appears to be an indicator of a reasonably high degree of student satisfaction.

Students reported they enjoyed the unit-pak approach. The two most frequently given reasons were: a) some people like to work independently and b) you do not get behind if you miss a day due to illness or just do not feel like working on a particular subject.

As previously noted, the content of the unit-paks appears to relate closely to that called for by the Alberta Program of Studies. However, detailed optional field trips are planned which may take the place of certain unit-paks. This offers a variety in learning approaches but may be a cause for concern in that the content of the omitted unit-paks, unless covered in the field trips, will be removed from the student's program.

The calibre of the unit-paks was reasonable and care is being taken to review and update them periodically. Those students interviewed

indicated that they thought the unit-paks stressed quality of work rather than quantity or just "busy work".

Structure of the program. In addition to the major mode of instruction, the unit-pak, optional small-group and large-group presentations are offered. Both teachers and students commented on the possibility that this total organizational set-up may work better for some subject areas than others.

Almost unanimous feeling was expressed by the students against compulsory sessions. The individualized approach was preferred where students can work by themselves and do what they want to when they want. Unit-Paks that require small-group sessions did not seem to violate the student's ideas of freedom of approach; this indicates such sessions are viewed as very useful and relevant.

Organizational procedures for optional small-group sessions consist of direct communication of student problem areas and interests. Students list topics of concern on a chalk board, reserved for that purpose, and small-group seminars are then scheduled to take care of the expressed needs. That is, small-group seminars are available for those who request them and are on topics requested by the students. These seminars are run for as few as 2-4 pupils and appear very successful.

Large-group seminars are high interest presentations and promote learning for interest sake rather than for writing examinations or other such "ends". The students report these large-groups are a "nice break" and are not necessarily related to anything else they are taking.

The most important aspect of the individualized approach is

probably the resulting degree of 1:1 or small-group interaction between pupils and teachers.. Identified as a potential problem was the possibility of small-group seminars not coinciding with student needs. However, with the above noted constant interaction and procedure for scheduling small-group seminars, this problem did not seem to exist in Science.

Evaluation. The student can taken an examination when he deems himself ready. In addition to being an application of freedom, individual responsibility and learning for mastery, this also takes different rates of learning into consideration. There is no pressure on the written tests due to time limits, in that students are allowed as much time as they want. Oral examinations, on a one-to-one student-teacher basis, are also utilized.

A perceived problem arises from the same five-or-six-item test being used as both the pretest and the post-test in one of the areas. After one or two units, the students are prone to assume that these few items are in fact the only important learnings in the unit. It would be more satisfactory if the tests were in parallel forms and actually asked a variety of levels of questions regarding the concepts to be learned, rather than simple recall or restatement of the concepts. It is recognized that this is a difficult task but it is felt that it is necessary for the improvement of the units wherein identical pre and post-tests occur.

The students made the general statement that the open book tests in Chemistry were difficult. Also, students criticized the "traditional" school with a pass mark of 40 percent; "this is not a criterion for knowing anything." As well, the students report that at this school you

have to complete assignments according to present standards to get credit; such is not the case in many traditional class set-ups where assignments can be missed and credit in the course still obtained.

The learning situation. It is possible the students are getting a more varied set of learning strategies as a result of taking many subject areas than is viewed by an observer just watching one discipline.

All three publics interviewed made the point that, "this school is not good for everybody." (See Appendix I). Some feel its particular value is for those who want to go to University.

Although some students are not suited to this school it is probable some students are not suited to any of our educational institutions. In considering whether the school is more suited to a particular type of student, the following points should be weighed:

1. Unless substantiating evidence can be produced, this school should not be interpreted as one for only the above average in ability.
2. This type of school may be suited to a larger variety of students than the traditional school.
3. This school may "save" more students than are "lost" relative to the traditional schools and in addition the students may learn to accept more responsibility here.

Since both male and female teachers are available, matching of students with a Teacher-Advisor of the desired sex is possible; this point was especially made regarding the request for female Teacher-Advisors by some female students.

In comparison with other schools there are few drop-outs or failures, in the traditional sense; here it is more likely the students will be classified as "incompletes", these "incompletes" are counted as active students at the end of a year. In other schools drop-outs are probably not counted in calculating the length of time spent at school to complete a program. Perhaps this is significant when considering the often quoted statistic that the average student takes an extra semester to complete his program at Bishop Carroll High School. (See the data in Appendix I).

Transferring to different Teacher-Advisors is done by common agreement and takes place through consultation with the principal. The one time when a transfer is not allowed is when the student's objective is to get an "easier" Teacher-Advisor.

A student can get locked into this system since he does not have to be finished with any complete unit at the end of the breaks for semesters or year end. The result is that he has to come back or start all over again at another school and perhaps duplicate some work already completed. However, it is possible in this type of an environment for a student to come into the school at any particular time of the year and start with any particular program.

The instructional situation. The Science teachers reported very high job satisfaction and cooperative group effort. Responsibilities are shared; for example, the tasks and title of Department Head are rotated. The Teacher-Advisors meet regularly every two weeks to discuss the Science program and any current concerns; time is provided for these

meetings during school hours and results are reported to the principal. This is in keeping with the philosophy that the principal has a major role in facilitating communication.

Socials are planned once a month to promote the intermixing of all levels of the staff; they are very successful.

The majority of students and graduates interviewed (See Appendix I) say that one must change his perception of a teacher here; the teacher is viewed more as a resource person whose function is to help as is required, than of someone there to "make you learn".

Teachers are very willing to talk about possible weaknesses and suggestions for further development or change.

Unanimous agreement was found among the three groups, (teachers, current students and former students now at University) with respect to the concept that the school is continuously changing and that the changes are for the better. The agreement that the school is in continuous change is in keeping with the basic philosophy of the school and yet simultaneously creates the major problem: lack of sufficient time for the extensive degree of continuous upgrading and curricular development demanded by this philosophy. A serious concern of the evaluators is the "burn out" problem likely to be experienced by the instructors.

Climate. The basic impression obtained by the Science Evaluation Team is that the school has achieved a learning environment where the individual is important somewhat like that "expected" in a small school setting, as opposed to the more impersonal setting "expected" in a large school operation. In support of this ideas, teachers report fre-

quent visits from previous graduates. This seems to indicate a high degree of interest and a sense of belonging to the school.

On the whole the Science Team viewing this operation was favorably impressed by the staff and students at Bishop Carroll High School. The students were refreshingly open and candid in their discussions. The staff were impressive in their dedication and enthusiasm. The welcome extended to the visitors was very warm and gratefully received.

Commendations

1. The open, friendly climate encountered in this school combined with an enthusiastic desire on the part of the teachers to explore different ideas was very exciting and very much appreciated.
2. The large-group seminars motivate students to learn or experience something just because it is enjoyable and as such is a great break with tradition.
3. The complete support and cooperation of the students was very helpful, enjoyable and a strong indication of a positive environment and learning climate.
4. Application of learning for mastery concepts appears to have resulted in students taking pride in their work.
5. It is a pleasure to note lack of vandalism and very little loss of equipment. These observations indicate a positive attitude toward the school by the students.
6. Appreciation is extended to the graduates of the university for the time spent in writing about their experiences at Bishop Carroll High School.
7. The emphasis on a team approach combined with a large amount of individual work on the part of the complete Science staff (C.A., G.A., I.A., T.A.) is very commendable.

Recommendations

1. Consideration should be given to providing time for Teacher-Advisors to work on curriculum development.

This could be an important factor in helping to prevent teacher

"burn-out".

2. The methods of evaluation should be made very clear. That is, before the course is started students must know exactly how their grades will be determined.
3. Optional unit-paks should be made available which could offer experience with timed examinations. An alternative or an addition to this would be optional mid-term and final examinations.
4. The instructors should continue with their plans to incorporate more audio visual presentations into their programs.

For example a) Slides are available in the Science suite containing data necessary for experiments, and b) greater use may be made of the Media Centre.

5. Orientation seminars should be given for student use of media.
6. Unit-Paks should be produced which emphasize different process skills: problem identification, hypothesizing or predicting, designing experiments, making observations, interpreting data and an open-endedness section wherein other significant variables are discussed. (See Appendix F.2)

Herein the student occasionally must have access to large amounts of data. This can be obtained in several ways: by interaction with other students, from audio visual presentation and from his instructor or from the unit-pak itself. That is, it is considered an aspect of the student's experience to interact with the syntax of Science. Science, and particularly Physics, is much more than "cooked" laboratories or pencil and paper exercises. It involves some of the most creative elements in learning: problem identification research design, hypothesizing as well as collecting data and treating the data. It also involves the group collaboration on problems, the communication of results, the interpretations of collected data and discussion of other possible experiments (openendedness).

7. Development of the Science library should be continued: references, books of interest, science fiction, etc., might be secured.
8. The allocation of funds by the administration to the Science Department should take such variables as enrolment and high-priced equipment and chemicals into consideration. There may be some dissatisfaction with the current method of allocation of funds; perhaps this is an area in which some negotiation with the school's administrative staff should occur.

MATHEMATICS

Instructional Program

Curriculum and enrolments. The Mathematics Curriculum for Alberta high schools is designed for all students. To deal with differences in ability, interest and motivation, the curriculum in Mathematics consists of three programs:

1. Mathematics 10-20-30-(31) -- (highest level)
2. Mathematics 13-23-33 -- (middle level)
3. Mathematics 15-25 -- (low level)

At Bishop Carroll High School the program is largely confined to the high and low level streams. Only limited emphasis is given to the middle level stream. It appears that enrolments in that stream are to accommodate students transferring into Bishop Carroll High School from other high schools. This imbalance in registration is, says the staff, the result of student choice.

The middle stream of Mathematics (i.e., Mathematics 13-23-33) is from 25 to 35 per cent of a normal student population. It would seem that, in a school where "individual programs" are promoted, there would be a more balanced registration in the three streams. Presently only 2.3 per cent of the pupils who are registered in Mathematics are registered in the middle level stream, while 73.9 per cent are registered in the Matriculation program. In contrast to this the respective percentages for the entire province (for 1973-74) were: 26.6 per cent and 58.5 per cent.

Unit-paks. The program offered by means of unit-paks appears to be consistent with the Alberta Curriculum. It was noted that a great deal

of effort and time have been given in developing the unit-paks and in test development. The unit-paks for Mathematics 13-23-33 have not yet been completed, but this work is going forward. It is evident, however, that the writing of unit-paks places a rather heavy demand upon teacher time.

Instructional Procedures

Three basic instructional procedures are being used, i.e., large-group sessions, small-group seminars and independent study, with a very high percentage of time devoted to the last.

Although the evaluation persons were limited in the number of large-group sessions they were able to view, these sessions were well attended by students and appeared to be motivational and well planned and presented. The grading given for attendance at the sessions not only appeared high, but its purpose is questionable.

The visiting team believes that many students are unable to cope with independent study as a major vehicle for learning Mathematics and that the increased use of small-group seminars as a means of meeting student needs should be seriously examined by staff. Many students, who are limited in their ability to read and comprehend, find difficulty with learning through independent study. Although the learning rate of students varies, they are influenced by the teaching-learning strategies employed by the teachers in small-groups. The differing needs of students are more likely to be met through a large number and variety of group sessions, each involving one or more of lecture, concept introduction via different modes, listening, viewing and group discussion. A strong possibility exists that the slow progress of some students through Level I Mathematics may be related to

their inability to cope with independent study.

Teachers and Instructional-Assistants are to be commended for the effort and time devoted to the independent study aspects of the program. The demand on teacher-time appears extensive, particularly at "peak student times" in the resource centre. To alleviate the present situation, consideration might be given to a) the rescheduling of students to provide for a more even distribution of the student-teacher ratio, and b) the utilization of other modes of assisting students with difficulties.

Special Instructional Techniques

Innovative practices. The school has implemented some innovative practices aimed at improving the learning-teaching environment. These practices include:

1. Concerted efforts to individualize learning and teaching through various group learning situations combined with independent study where students can get some individual assistance from Teacher-Advisors and Instructional-Assistants.
2. Production of sequenced unit-paks which treat, in segments, a body of content comparable with that recommended in the Alberta Program of Studies.
3. Differentiated staffing which provides Instructional-Assistants to carry out many of the routine tasks commonly done by teachers in conventional schools.

While these practices are theoretically sound and commendable, they do not, in practice, accommodate the individual needs, abilities and interests of a significant proportion of the students. Many of the students cannot rely upon independent study as their primary learning mode because they do not read

and comprehend well enough to succeed on their own. There is no set rate of learning by an individual, for that rate depends upon a variety of interrelated factors - including the teaching strategy used; therefore, scheduled small-group sessions cannot completely accommodate the variety of rates at which different students progress.

The place of the textbook. The present instructional techniques are limited in many respects by the tendency to use a textbook as the major resource, if not the sole resource, for the concept-development as well as the practice or application phases of the unit-paks. It is recognized that the use of a textbook need not necessarily result in lack of individualized learning or teaching. The textbook, used in the appropriate context, can serve as a useful tool in independent, individualized study. But unit-paks and textbooks alone do not represent a wide enough range of concepts and learning experiences to provide a comprehensive Mathematics program.

Staff Differentiation

The Teacher-Advisor role, which includes the tasks of teacher, advisor, curriculum developer and other activities, appears to be creating a severe overload on individual members. At times this may hamper both adequate and careful planning that is essential for the small-group seminars and other activities. Eventually, to meet the need of students and to continue the model school philosophy, an extension of staff numbers may be required.

Commendations

1. *The dedication of staff members to the Bishop Carroll High School philosophy is to be commended and particularly the attention provided by them to the individual student.*

2. The general climate amongst staff and students appears friendly, co-operative and pleasant.
3. A very positive attitude towards the school is evident amongst the student body.
4. A well ordered operation within the resource centre is present. Self discipline appears a strong attribute within the school.

Recommendations

1. Present efforts in course development in Mathematics should be intensified so that courses can be evolved to meet the needs and abilities of more of the students. Furthermore, procedures should be devised to facilitate continual examination, revision and development of unit-paks.

If an average distribution of students in all ranges of achievement attends Bishop Carroll High School, there will be significant numbers of students requiring a type of course different from the highly academic Mathematics 10-20-30-31 pattern to meet their needs. While work has begun on the development of unit-paks for the Mathematics 13-23-33 courses, the emphasis upon that pattern is still limited in relation to the Mathematics 10-20-30 pattern. The present Mathematics 15-25 unit-paks need revision because the textbooks upon which they are based are out of print.

2. Revisions and development of new unit-paks should feature the following characteristics:
 - a. wide variety of learning activities, resources and assignments
 - b. deliberate, overt attention to factors contributing to individual differences among students with respect to modes of learning they find most effective.
 - c. greater emphasis upon small-group, learning-teaching sessions, particularly for the students who learn best in sequenced, adult-led group situations.

Variety of learning activities, resources and learning assignments might derive from the following:

- a. use of modules on general Mathematics topics, on consumer concerns, on business - or technically-oriented topics, depending upon the post-high-school-education plans of the individual students;
- b. supplementing the textbook with a variety of resource materials; for example:

<u>Textual</u>	<u>Laboratory</u>	<u>Environment</u>
textbook	posters	group learning-teaching
trade books	charts	situations
pamphlets	pictures	field trips
magazines	filmstrips	resource people
newspapers	films	home experiences
	models	community experiences
	audio tapes	
	games	
	apparatus	

Factors influencing the learning mode an individual finds most effective can include: intellectual maturity, previous achievement in Mathematics, interest in the subject, achievement in reading and in written expression, work habits, cultural background, tentative career plans, choices of modes available, etc. To accommodate students' individual learning styles, different modes of organization and instruction might be developed along a continuum, as follows:

Class

or

Small-group ----- Intra-Class Groups ----- Individual

Numerous different combinations of approach ranging from completely individual to whole-class may be needed to provide enough scope so that each individual's learning style can function with the Mathematics program.

3. *The guidance procedures aimed at orienting students to the school, at helping them choose courses and plan their independent study time, should be critically analyzed by the Mathematics team.*

In view of the heavy demands that the counselling role places upon each Teacher-Advisor, it could be beneficial to both students and teachers if alternatives to the individual, teacher-student contact could be found for helping students having difficulties. Additional time for the Teacher-Advisor might be provided by hiring part-time, additional teachers, or by reducing the student-teacher ratio through limiting registrants in the courses. Perhaps utilization of the combination of group and individual procedures, and the variety of activities resources and learning assignments suggested in item 2 above, would open up new possibilities for the development of alternative modes of performing the counselling functions.

MODERN LANGUAGES

Introductory Remarks

This school offers a dual-stream program in French and a single-stream program in German. In addition, a small number of students follow courses in Spanish through arrangements with Mount Royal College. Approximately 20 students are enrolled in English as a Second Language by means of the Special Project route. One student is similarly engaged in learning Japanese. A locally developed program in cultural studies involving both a cultural and linguistic component has also been approved and implemented. Present enrolments, as reported by clerical staff, in the three main program offerings are as follows:

French		German		Cultural Studies		Totals
Course	Number	Course	Number	Course	Number	
Offered	Enroled	Offered	Enroled	Offered	Enroled	
10	324	10	109	15	217	660
11	10					
20	122	20	44	25	88	270
21	16					
30	53	30	16			76
31	7					
TOTALS	532		169		305	1,006

The program is implemented by three specialist teachers and two native-speaking Instructional-Assistants. A Clerical-Aide is available to both

teachers and Instructional-Assistants. The rapport between the teachers and the students is one that reflects a concern for effective learning. This supportive relationship is also evident between the Teacher-Aides and the students as well as between the teachers and the teaching aides. In discussion with these two latter groups, it was suggested that greater communication among teachers and aides in planning and preparation would facilitate the realization of expectations for each of these groups. It is the feeling of the instructors that student interest in Spanish warrants the addition to staff of a teacher who is competent in this language. An instructor in Spanish would also strengthen the Spanish component in the Cultural Studies program and would offer the possibility of alleviating present teacher workloads.

Learning is completely individualized and any student is able to plan and implement learning activities at a rate appropriate to his learning capabilities. Good use is made of the instructional materials available but, as yet, these materials are somewhat inadequate in the sense that they appear to emphasize a limited number of learning styles.

The students interviewed indicated a favorable attitude towards the learning of other languages and a few expressed the opinion that they would like to feel that they might be somewhat more proficient in the target language, especially after having completed the third year level. Of particular interest are the seminar in-depth sessions for students "turned-off" earlier in learning a second language and the Cultural Studies program. These activities are perceived as an attempt to interest students in an area of learning which is regarded as important to students who will shortly be

faced with many and varied changes, especially one which needs to take into consideration the concept of a multi-lingual and multi-cultural world.

Department Organization

Although no formal department head has been designated by the administration, the group has chosen an area chairman. Communications among teachers and Instructional-Assistants and between the department and the rest of the school are handled mainly on an informal basis. Bulletins outlining the special activities of the department are frequently distributed, however, to the entire school staff. Each department, including the Modern Language Department, is responsible for a presentation to the entire student body and staff every second week.

Goals, Objectives and Learning Activities

The objectives for the Modern Language program are stated in fairly general terms in the publication Passport to Modern Languages which has been prepared by the Modern Language teachers as a means of interpreting the program to students and parents. Considerable effort has been made to integrate the objectives for language learning as stated in the Provincial Program of Studies with the general goals of Bishop Carroll High School. No apparent provision has as yet been made, however, to review the objectives of the program in the light of new Cultural Studies program, nor to identify the objectives for each of the courses offered. The students interviewed did not seem to be too clear as to what was expected of them in language learning in terms of stated and clearly understood objectives. For instance, some students did not appear to realize that they were expected "to speak well enough to communicate with a native speaker on a

subject within the range of the student's experience". In discussion with some Level III students it was evident that a few students did not perceive this as an objective, nor were they in fact able to carry on a conversation at a basic communication level on a subject which they had studied.

In essence, the staff has chosen to select the objectives stated in the Alberta Program of Studies and to cover the content suggested in the Curriculum Guide. In terms of learning experiences, as selected to help in the development of appropriate skills and attitudes, the instructional materials rely chiefly on Voix et Images de France and its German counterpart. In a school of this nature, consideration needs to be given to selecting materials which reflect greater diversity in order to accommodate different learning styles.

Instruction

This school attempts to meet the special needs and interests of its students by means of:

1. Pretesting and individualized placement in programs upon entry in high school.
2. Individualized instruction, including individualized scheduling of students, pacing and evaluation.
3. A two-stream program in French.
4. The utilization of either Voix et Images de France or Holt, Rinehart materials in French, depending on the students' previous exposure to materials in the junior high grades.
5. Language program alternatives in the form of French, German, Spanish and/or Cultural Studies.

6. The utilization of Teacher-Advisor over a three year period.

The coordination of the program within the department is a difficult task in view of the staff's commitment to the complete individualization of instruction, including evaluation of student achievement. The implementation of a team approach to teaching, differentiated staffing and a comprehensive system for the recording of student progress have helped to alleviate this difficulty to a considerable degree. The task of coordinating the learning activities on an individualized basis of vast numbers of students does, nevertheless, place heavy demands on the teachers' time.

Articulation with feeder junior high schools appears to be somewhat haphazard and, in some cases, non-existent. Steps are taken each year, however, by members of the department to explain the nature of the program offerings to the students in the feeder schools.

Instructional techniques in German and French are characterized by initial periods of intensive group instruction for some students. All students have access to self-paced instructional materials, tutorial situations, peer-teaching and totally individualized laboratory work. Some provisions have been made for students to meet upon request with an instructor on a group basis from time-to-time for the purpose of assisting them develop mastery of a specific content and development of particular skills. Instructional procedures in Cultural Studies place some emphasis on the development of research and inquiry skills.

The two Instructional-Aides are engaged in the supervision of the listening and resources centre, the marking of student assignments, the distribution of materials to students and the provision of assistance to

students on an individual basis upon request. The frequent demands made by students for help with regard to grammar items is of considerable concern to each of the two Instructional-Assistants.

Facilities and Instructional Materials

The content of recommended textual materials has been divided by the teachers into Unit-paks. The Unit-pak is a segment of learning which outlines content, activities and behavioral expectations for the students. The Unit-paks prepared are largely dependent upon the content and style of the visual and audial materials utilized as the main source of learning resources. Emphasis is especially strong on listening and the use of "dictees" or dictated passages. In the opinion of the evaluation team, more importance might be placed on language usage, especially language use in situations which are basic to survival and also situations which emphasize the creative use of language in both spoken and written skills.

Course content is also made available to individual students on audio-cassettes for use in the listening centre. Instructional resources are chosen on a team basis and reflect fairly adequate selection criteria. The supply of supplementary resources, is limited however, in terms of meeting the needs of students in individualized programs. Furthermore, existing materials are not extensively utilized by students and instructors in the French and German programs. Good use is being made of available resources in the Cultural Studies program. Space and facilities appear generally adequate and are effectively utilized. The extent of development and quality of professional library resources are commendable. It is noted that some of the seminar rooms lack adequate ventilation and convey a rather austere atmosphere.

Evaluation of Learning

Failure experiences for students have been eliminated. Students progress at their own rate and, consequently, are given, if necessary, "incompletes" rather than failing grades. No student is permitted to proceed to the next unit of work without achieving a minimum of 60 per cent. Each student's performance is evaluated on the basis of the pre-established evaluation procedures and behavioral objectives outlined in each unit-pak. Although competitive grading is in theory eliminated, teachers in practice frequently compare the performance of each student with the achievement of the group he happens to be in. The somewhat infrequent opportunities for students to utilize language creatively in interaction with other students is a matter of concern to the members of the evaluation team. Serious attempts are being made, nevertheless, by the teachers to evaluate student progress on the basis of stated objectives.

Supplies and Equipment Budget

The department is allotted in the current year approximately, \$1,250.00 for the purchase of blank tapes, kits, magazines, filmstrips and other instructional resources for the French, German and Cultural Studies program. The capital budget for the department is about \$350.00. These budgets may be somewhat minimal in terms of accomplishing the programs' stated objectives.

In-Service Activities

The teachers in this department began their duties with the opening of the Bishop Carroll High School. They are fluent in the language which they teach and appear to be knowledgeable about problems inherent in the

teaching of second languages. It is observed that the teachers are continuing their in-service education through professional reading and participation in professional associations.

Commendations

1. The staff's sincere and continuing efforts to develop programs based on individual student needs with respect to curricula, pacing and learning mode are commendable. The development of the Cultural Studies 15 and 25 and the implementation of intensive courses are especially worthy of mention.
2. The individual help, counselling and encouragement given to students in their attempts to master some of the Communication Skills and to gain cultural insights is most helpful to them.
3. The success of the staff in developing very excellent rapport with students and in creating a positive learning climate for language study is most commendable.
4. The efforts of the staff through reading, discussion and attendance at professional meetings to improve its professional expertise with respect to learning and teaching is commendable.

Recommendations

1. Consideration should be given to large-group presentations as a more efficient means of introducing new linguistic items and concepts, reviewing previously learned material and motivating students generally. Continuing efforts should be made to interpret presentations, discussions, and independent study in the achievement of objectives.
2. Efforts should be made to provide more opportunities for students to meet in small interaction groups for the purpose of using the language creatively, and in social situations in an attempt to develop oral facility.
3. Criteria which incorporate the philosophy of this school should be established and used as a basis for a selection of instructional resources for the second languages program.
4. Finances permitting, additional print and non-print materials should be provided, and instructional procedures, including Unit-paks, should be designed to encourage greater utilization by students of resource materials on both individual and group basis.
5. Students should be encouraged to develop their inquiry skills through

the use of such materials as grammar references, unilingual and bilingual dictionaries, verb dictionaries, and video and audio tapes.

6. *Since language learning is to a considerable degree cumulative, students should be assisted in developing and maintaining their own notebooks which might contain both the Unit-pak and a core of grammatical generalizations and vocabulary items for later study and review.*

Concluding Remarks

Although the teachers in this department appear to have departed somewhat from the original Model Schools Project, especially aspects of the program which relate to large-group instruction, it is the considered opinion of the evaluators based largely on observation and discussion with staff and students that the learning activities in this department are effective in that student achievement in the development of skills and attitudes and in acquiring knowledge are adequate. Whether this form of learning, freely chosen by students, does result in more efficient learning than in a more traditional type of school, is not a matter that can be resolved as a result of this visitation. It is our view, however, that this type of learning situation does appear to be a valid alternative to learning and that it should be continued while incorporating the suggestions made.

FINE ARTS

Introduction

No longer can we consider the artistic process as self-contained, mysteriously inspired from above, unrelated and unrelatable to what people do otherwise. Instead, the exalted kind of seeing that leads to the creation of great art appears as an outgrowth of the humbler and more common activity of the eyes in everyday life.

Rudolf Arnheim

This statement by Mr. Arnheim may be considered as a basis of the philosophy in the Bishop Carroll High School. The school has accepted the concept that the arts are not to be a mysterious inspiration from above but rather a related part of every person's life. For this reason the Fine Arts are one of the nine basic areas of the curriculum in which all students receive a minimum level of exposure.

Programs

General Fine Arts. The need to provide a Fine Arts experience for all students at the Bishop Carroll High School motivated the Fine Arts team to develop the General Fine Arts (15 and 25) program. The philosophy of this program emphasizes a humanized approach to the Fine Arts with major emphasis on creativity, discovery, general exposure, developing individual potential and providing an enjoyable, worthwhile experience. The goal is student participation, involvement and experiences at the student's own level. The program is designed as a one- or two-year program for five credits in General Fine Arts 15 and three or five credits in General Fine Arts 25 depending on the number of units the student would

be required to complete.

General Fine Arts 15 course outline.

Theme I	-	Puppetry (Basically Drama)
Theme II	-	Masks (Basically Art)
Theme III	-	Silence, Repose and Space (Basically Music)
Theme IV	-	Aesthetics in the Community
Theme V	-	The Arts and Nature
Theme VI	-	A Discussion Seminar

Art. The Art program in the school has been designed to operate at three levels corresponding roughly to Art 10, 20 and 30 as outlined by the Department of Education. No serious attempt has been made to develop intensive Craft programs equivalent to those that might be offered under Arts 21 and 31.

Many of the Art activities and concepts to be developed, as laid out in the unit-paks are very rudimentary, being at a level which students might reasonably be expected to achieve in their programs in elementary and/or junior high school. Some students questioned, claimed that their earlier Art and Craft experiences had indeed been minimal. How far pupils at senior high level are prepared to extend, broaden and enrich basic experiences is dependent on their attitudes and on the help and encouragement which the instructors are able to give them. Assistance is given, it appears, when it is requested.

The impression was gained that pupils entering the program are assumed, generally, to have had little or no previous worthwhile Art experience. In consultation with the teacher, the students choose or may be

diverted into certain activities pertaining to drawing, painting, and the study of the elements and principles of design and composition. It may take considerable time to get students actively engaged and to plan other parts of their program. The instructor advises students when they have met the requirements and are ready to advance to a higher level.

The Art teacher, with the help of specialist assistants, assumes responsibility for developing the total Art program. Unit-paks have been developed for most, but not all, of the experience areas suggested for possible student involvement. Material resources, references and aids are provided for student use. Some student involvement is encouraged in community events, such as preparation for a float in the Calgary parade. Students' attitudes to the Art program, on the whole, seem to be generally positive but there is a wide range extending from casual indifference to intense interest. Some pupils have to be prodded, others are readily motivated, some even self-activated and very enthusiastic about their work in particular activities. Not all pupils are ready to accept the responsibility that should accompany the freedom given to students in this school, although spot checks suggest that most students like this feature of freedom of choice. Some students seem to drift, rather aimlessly, in or out of programs.

Approximately 250 students are said to be enrolled in the school's Art program. Of these the vast majority must be at the initial level, fewer than 30 being in the two higher levels. Various factors may help to explain the heavy enrolment at the first level: a) the possibility of "easy credits", b) the need to meet the compulsory Fine Arts requirements, c) the wide choice of Art and Craft activities, many of which

apparently were not offered in earlier grades. The sharp decline in enrolment for higher levels may stem from the following: a) students unable to achieve instant success, b) students lose interest, c) some do not ask for the help they need, d) some have no inclination to gain further experience once they have earned the required credits, and e) some are unable to cope with the freedom.

Records are kept of students' assignments and progress, but there are problems involved in keeping information up to date and accurate. These problems arise a) because of the varying numbers of students taking the program as a result of drop-ins as well as drop-outs, b) because of lack of firm deadlines of sporadic attendance and participation, and c) because of the wide range of activities which may operate concurrently in the school. Finally, the principal instructor is heavily involved in other student advisory obligations.

Drama. The Drama program at Bishop Carroll High School offers 15 credits at the three levels of Drama 10, 20 and 30 as specified by the Department of Education Program of Studies. However, due to the philosophy of the school, some changes have been made in the interpretation of these courses. Students at the school may enrol in the following:

Creative Drama 10	-	5 credits
Drama 10 - lighting	-	3, 4 or 5 credits
Theatre History 10	-	3, 4 or 5 credits
Theatre History 20	-	5 credits
Make-up 10	-	3, 4 or 5 credits
Puppetry 10	-	3, 4 or 5 credits
Creative Drama 20	-	5 credits
Drama 30	-	5 credits

The curriculum guide integrates the areas of Drama such as make-up, lighting, theatre history, etc. because all these areas are interrelated.

Although it is indicated that the students participate in interrelated activities after the unit-pak is completed, each area of study becomes a credit in itself.

The flexibility of the school's program allows students to register in the Creative Drama program at any time. Since the educational growth in Drama is definitely related to the relationship within the group and the cooperation in the group, the basic philosophy of the individual development makes the program different.

The special ability of the present teacher, the assemblies, seminars, and individual consultations are developing in a successful, meaningful manner. The students are motivated and guided into artistic experiences.

Music. The Music program of Bishop Carroll High School offers a possible total of 35 credits, five for each of the following courses: Music 11, 21, 31, 10, 20, 30 and 12. In order to adapt to the school's philosophy of student self-direction, self-pacing and self-evaluation, the school has altered the program somewhat from that outlined by the Department of Education. The school has created two separate courses, one in guitar and the other in electronic music, in order to meet the interests of students.

The program in electronic music, for which students receive 3 or 5 credits in Music 12, provides an opportunity a) to learn about electronic music, b) to listen to electronic music, and c) to practice original electronic composing. This course is divided into two parts:

1. Musique Concret and Tape Technique

The tape recorder is introduced as a composition tool, and as a musical instrument. Various techniques are introduced, e.g., splicing and tape

loop technique, mixing, recording and playback modifications. Musique concret is the collecting and use of sounds from the everyday world as well as combining tape with voice and traditional instruments.

2. Electron Music Proper - The Synthesizer

- a. Function and use of the synthesizer. Sound sources - modification by filters, envelopes, sing modulators, etc.
- b. Composition - The organization of sound materials. Review of splicing and mixing. Discussion of form as applied to electronic music and musique concret.
- c. Listening to, and discussion of electronic compositions by established composers in the field, is a concurrent activity, e.g., Subotnick, Ussachevsky, Varese, Bading, Carlos, Berio.

The program in guitar is offered for credit under Music 11. The program is built on 8 units, each corresponding to a month's work. The course is not classically oriented but is aimed at the accompaniment of folk songs, blues, rock, etc. Students are expected to develop skills in basic theory and actual playing.

In summary the program consists of the following:

1. Learning chording in keys of C, G, F, D, A, E
(Rel. min, majm 7th 6th min. 7 min, 6)
2. Several right hand strum and picking methods
3. Left hand techniques (including chording, individual not reading, bass runs, special effects, basic musical theory)
4. Introduction of upper positions on the guitar.

The band program operates on the traditional basis of students being in one group and students receiving credit in all three levels of Music 11, 21 and 31. This arrangement causes the usual frustration in the honest awarding

of credits and the setting of standards of excellence.

The band program in Bishop Carroll High School encounters a further problem due to its philosophy of individual time-tabling and the great flexibility in the same. The problem is one of students' lack of attendance at the regular assigned periods due to other activities that are programmed into the band period by other teachers.

The choral program is not very strong due to lack of interest by students resulting from their experiences in Grades I to IX. The choral program does not operate on a yearly basis but rather on the semester.

As in other schools in the Province, students are awarded credit for work completed outside of school for Toronto Conservatory of Music, Western Board of Music, or Mount Royal College at specified levels according to Departmental regulations.

Students at Bishop Carroll High School are also given credit for participation in out-of-school organizations such as The Young Canadians and Sing Out Calgary. The school states that students in this category must, in addition, complete some work within the school Music program.

Commendations

1. Cooperation between the personnel responsible for the Art, Drama and Music programs is evident. The collegial feeling is not only among the teachers but also with the Instructional-Assistants and Clerical-Aides.
2. The school shows a very desirable attitude of students towards the instructional team as well as an easy, natural relationship of the instructional team toward students. This is particularly evident in Drama where, in all the aspects of the Drama program, the student-teacher association is vital because of the mutual stimulation that it provides for growth in knowledge, development of talents, and progression of skill.

3. The school's staff is to be commended for accepting the Fine Arts as one of the nine areas of study and thus developing an introductory General Fine Arts course, which, if successfully implemented, could provide a richer, more rewarding learning experience for many students, particularly those who lack a desirable level of interest, understanding and therefore appreciation, but become involved because of the school's required credits.

Recommendations

Art

1. Consideration should be given to developing a more structured time schedule for Art activities and discussion periods than presently exists, especially for students who have not demonstrated the ability to plan and to do their work effectively.
2. More help should be given to students to attain greater economy of time and effort. Some pupils achieve far too little in a given period of time; others, including some talented persons, spend too much time on a particular activity to the exclusion of other work, yet never seem to finish what they set out to do.
3. High standards of achievement, both in quantity and quality of work done, should be expected of students in the Art program.
4. Students should be encouraged to make better use of the library reference material and other resources and aids presently available. If students were given more responsibility for planning, organizing and maintaining a designated "library corner" to which they had easy access at all times, perhaps more use might be made of the books, filmstrips, tapes, etc., which have been acquired.
5. In light of experience gained with their use, the instructional personnel should re-examine the unit-paks developed to date to determine whether they need to be modified or improved. Some pupil input may help to ensure that these guides to student activities and learnings will be meaningful and relevant to the people who are to use them.
6. Liaison should be maintained with Art teachers in feeder schools to help make certain that pupils will learn more of the basic skills and concepts prior to entry into the high school program.
7. Close cooperation with the other Fine Arts personnel in the school in program-planning and development should be continued to the benefit of the students.
8. The adequacy of the ventilation in the Art centre should be checked and that provision should be made to improve some present shortcomings

in storage and display facilities.

Drama

1. *Consideration should be given to the inadequacies as outlined in the facilities report.*
2. *It would be desirable that the use of unit-paks be an outgrowth of seminars and small-group discussions. They would then become definite research and learning projects rather than information units for credit.*
3. *Consideration be given to continued credit for specified areas of Drama, (make-up, lighting, theatre, etc.) but that this not appear on the transcript as Drama 10, 20 or 30 because they are only a partial aspect of the curriculum as prescribed in Drama. If this program is pursued, it is suggested that the maximum credit value for a specific area be very limited.*

Music

1. *Greater consideration should be given by the school staff to the structured time schedule for the Music classes due to the importance of total attendance.*
2. *Consideration should be given to raising the standards of expected achievement both in quantity and quality.*
3. *Consideration should be given to programing the specific Music classes in such a way that the needs of students in various areas of the program may be met more meaningfully (re: theory, history, and playing techniques).*
4. *Students should be encouraged to make better use of the reference materials and other resources and aids presently in the school.*
5. *A more active liaison with the Music teachers in feeder schools should be considered for the purpose of developing sequential programing and student preparation for entry into Bishop Carroll High School.*

HEALTH, FITNESS AND RECREATION

Introductory Statement

Current trends in the professional literature on Physical Education indicate: a) that we develop programs where students can acquire a personal meaning to physical activity and an understanding of its relationship to their general health, and b) that we develop procedures which will motivate them to maintain personal fitness objectives throughout life. If we are to improve student attitudes toward physical activity we will have to provide greater flexibility in course structure and greater emphasis will have to be given to an individualized program.

The approaches being developed at Bishop Carroll High School are attempting to attend to these issues. It will undoubtedly take time and modification to realize these very worthwhile objectives.

Background Information

The "Model School" has redefined the traditional subject of Physical Education as an individualized program stressing understandings in Health, development of personal fitness and participation in recreational activities. The philosophy of the school is exemplified within the co- or extra-curricular program, where credits may be obtained for participation in clubs, school sports, or community sponsored activities. Participation and accomplishment in these activities are recognized as a viable part of the student's education and have been incorporated as part of the Health, Fitness and Recreation curriculum. The staff has had to develop a continuous learning pattern in the cognitive, affective

and psychomotor domains, evaluate individual student progress and determine how best to use Instructional-Assistants, all within the limitation of a facility, the design of which does not fit the model suggested for this approach by Dr. Trump. Needless to say the Health, Fitness and Recreation staff have had to make some re-adjustments in the original concepts to arrive at those which are now operational.

Program Overview

Objectives suggested by a student survey in 1974 indicated that emphasis be placed on the development and maintenance of personal fitness and participation in psychomotor and related activities rather than on the development of specific motor skills. In order to keep the program as individualized and as flexible as possible, a point system was devised to account for each student's progress. As a result of the student's survey, the following objectives were selected:

1. Provide opportunities for developing a satisfactory level of personal fitness.
2. Provide opportunities for developing and practicing specific motor skills.
3. Provide opportunities for play and recreation.
4. Provide opportunities for social interaction with other students.
5. Provide opportunities for acquiring knowledge of rules and strategies of play.
6. Provide opportunities for participating on a competitive basis.

The structure of the program was broken down into three levels: informal, (unstructured, recreational,) semi-formal (structured, Teacher-

Advisor present,) and formal (team activity). The types of activities that were being developed were a) individual, b) dual life-time activities, and c) team sports, with individual and dual competition in informal and semi-formal recreational modes and team sports in the formal competitive mode. Credit is allocated for a) participation, b) improvement of skills c) level of personal fitness d) knowledge of rules and strategy and e) athletic ability. In order to implement their plan of providing opportunities to develop a satisfactory level of personal fitness the following rationale and curriculum were designed:

Fitness Section

The Fitness program is primarily concerned with cardio-respiratory endurance, and an individual may be said to have attained a satisfactory level of cardio-respiratory fitness when he can run a distance of a mile and one-half in a time of twelve minutes or less. Once a satisfactory level of fitness has been reached, it can be maintained through continued participation in activities which involve large muscle groups on an hourly basis three times per week. The following program requirements have been made compulsory in order to attain these fitness objectives: Each student shall participate in the twelve-minute run on a monthly basis. The student shall be awarded points for this run.

Fitness evaluation. Points for the twelve-minute run will be awarded on the following basis:

1½ miles	-	50 points
1¼ miles	-	40 points
1 mile	-	30 points

A minimum of 300 points per year must be earned. Points accumulated in the twelve-minute run in one school year may not be carried over to the next school year unless the student can demonstrate a satisfactory level of fitness by running $1\frac{1}{2}$ miles in twelve minutes upon request. Points may be accumulated on a make-up basis by participating in the twelve minute run more than once a month.

$1\frac{1}{2}$ miles	-	10 points
$1\frac{1}{4}$ miles	-	8 points
1 mile	-	6 points

Recreation Section

Objectives 2 and 3(above) speak to providing opportunities to develop and to practice specific skills and to provide opportunities for play and recreation. This section outlines the structure of the recreation activity of the program. The activities are divided into unstructured, structured, formal or team activities, and inter-school, club or community activities.

Unstructured activities are defined as recreational whereas student participation is an activity carried on purely for enjoyment on his own time. These activities may be done on an individual, dual or team basis. Points are awarded for time spent.

Structured psychomotor activities are sessions in which the Teacher-Advisor is present to help the students who wish some instruction to improve their skill levels. Usually all the activities offered have sessions in which the teacher is available to provide direction to the students. Points are awarded for time spent in this activity. A third phase of this section of the program is participation by a student on an

interscholastic team or a school club. Points are awarded for time spent in these activities. A fourth phase of the Recreation component of the program is defined as community activities whereby a student can receive points upon successful completion of an activity which has been sponsored outside of the school. Approval by a Teacher-Advisor in the Health, Fitness and Recreation area is necessary before the program can be initiated.

It is readily apparent that there is a tremendous organizational and administrative problem to contend with in such an elaborate grading system. Assigning points, recording them on permanent records, and transferring them to "MOSES" (A computerized system of record keeping) falls upon the shoulders of the Instructional-Assistants, and this task becomes onerous. The effect is to limit seriously their availability as aides to teachers for duties impinging directly on the instructional process.

Recreational evaluation. Since a point system has been developed for participation in, or attendance at, various recreational or club activities, and since credits are awarded on a basis of points accumulated, it becomes necessary to look at the general requirements for receiving credit in the program.

1. Each student must register in and attain a minimum of 5 credits in Health, Fitness and Recreation. Credits are awarded on the basis of the following point system:
 - a. One credit will be equivalent to 300 points.
 - b. A minimum of 300 points must be obtained through a monthly twelve-minute run.

- c. 100 points must be obtained through completion of a Health unit-pak.
- d. Students must attain the remainder of the points by attending scheduled or unscheduled activity sessions and large and small group discussions. Points for activity sessions are awarded on a time-spent basis.

Each student registered in Physical Education 10 or 20 must attain 1500 points to qualify for 5 credits. The requirements for Physical Education 30 are somewhat more rigorous. A total of 400 points in Fitness is compulsory and a student must earn 400 points by participating in 8 activities for a minimum of 5 hours each. Two of these activities must be team and six must be individual or dual. The students are expected to complete four written assignments and must attend required seminars on each assignment. The student must also take part in three leadership activities and attend the corresponding seminars, and he must achieve a minimum total of 1,500 points for all these Physical Education 30 activities.

An interesting aspect of the individual student's evaluation is the method in which percentage or letter grades are assigned. This is done on the accumulation of points in a period of time. For example, if a student accumulated 1,500 points within 10 months, he receives a mark of 70 percent ; if he accumulates 1,800 points within 10 months, he would receive 85 percent. However, if it takes him 20 months to accumulate 1,500 points then he is awarded 55 percent.

Athletic Club and Community Activity Section

At this point, I think that it would be interesting to take a look at how points are earned in club, inner-school teams or community activities. Points are awarded for active participation on inner-school teams on the basis of 10 points per hour. Chalk talks, team meetings which approximate a minimum of one-half hour, are worth 5 points. Points are awarded for participation in clubs of a recreation nature on the basis of 10 points per hour. Small-group meetings which approximate a minimum time of one-half hour are worth 5 points. Points are awarded for participation in community activities on the basis of 10 points per hour. Such activities must be structured and supervised and participation for school credit requires approval of the student's Health, Fitness and Recreation advisor. Arrangement acceptability of these community activities for school credit must be established before participation. The student is expected to develop a contact with Health, Fitness and Recreation advisor who has responsibility for this area and although no formal written contract is drawn up the student and the teacher agree on a verbal basis as to the terms of reference of the contract. At the end of a given period of time the advisor meets with the student to see if the contractual obligations have been met before awarding credit. The students interviewed generally favor this approach to the teaching of Physical Education. There is a wide range of sports from which they may select activities in which they are interested and they may pursue these on either a recreational, instructional or a competitive basis. They may acquire credit for activity in school clubs, and/or community pro-

grams which enables them to fulfill the requirement for Physical Education. The compulsory aspect of the Fitness requirement is the only area that causes concern, and because of this it becomes difficult for the staff to enforce participation.

The students are required to complete unit-paks and attend small-group discussions which usually pertain to the sport activities they have chosen.

The large-group presentations are motivational, and may or may not be linked to the activities that are currently being offered.

Health Section

The purpose of the Health program is to ensure that each student will have an opportunity to explore and find answers to questions that they might have in relationship to Health education. Each student in the Health, Fitness and Recreation program must attain a minimum of 100 points per 5 credits through the completion of a Health unit and/or attendance at a Health seminar. The points are awarded on the following basis:

1. Completion of one compulsory Health unit and attendance at a corresponding seminar - 100 points.
2. Completion of a Health unit without attending the corresponding seminar - 30 points.
3. Completion of optional Health units after completion of the first compulsory unit -- with a seminar - 50 points, -- without a seminar - 15 points.

It may be noted that the completion of a unit-pak in a specific Health area enables the student to meet the Health requirements of the program. Whether or not the completion of one of these paks would meet the objectives of a total Health education program remains a debatable question.

Personnel Within The Health, Fitness and Recreation Department

The staff includes three Teacher-Advisors, five Instructional-Assistants, one Clerical Aide and one part-time General-Aide.

Duties. The Teacher-Advisors have responsibility for counselling students assigned, developing curriculum packets in Health, Fitness and Recreation, teaching periodic small-group seminars, and presenting large-group discussions. Further duties include teaching structured activities in the gymnasium, supervision of Instructional-Assistants, coordinating gymnasium schedules, recording and determining credit in community activity projects and ordering equipment supplies necessary for the operation of the program.

The Instructional-Assistants supervise the activities area, record time spent by students in these activities areas and assist in the recording of the student records in the Resource Centres. One Instructional-Assistant works full time in the Resource Centre handing out unit-paks and resource material, and is responsible for the overall recording of course and credit accomplishments.

The Clerical-Aide works in conjunction with the Teacher-Advisors and assists with the many clerical duties in which they are involved.

The part-time General-Aide has responsibility in the equipment supply room and assists with the recording as necessary.

Observations and Implications

1. The philosophy and the job descriptions are such that they promote desirable relationships, and the Teacher-Advisors strive hard to complete their numerous tasks. The job expectations set out for them seem very demanding, and the Teacher-Advisors are hard put to maintain communications, keep informed professionally and provide the inputs required of them. It is perhaps a tribute to their judgement that they choose well when choices have to be made.
2. Through unit-paks and the point systems, strides have been made in providing structure and flexibility. However, the unit-paks seem to provide limited flexibility in fitting the material to the student once choices are made. There does not seem to be provision for extending the skill levels of the more capable students, and there needs to be some method of challenging and recognizing exceptional performance within the structured section of the program.
3. Techniques are important in developing physical skills, and unlike the more academic disciplines many of the learnings depend upon a shark-eyed instructor pointing out what individual students might aim for in order to actually accomplish the slight changes that enable them to perform movements the way they would like to do. Therefore, teachers require many planned opportunities if they are to monitor student physical activity sufficiently to provide the necessary individual assistance. With the many tasks the Teacher-

Advisor has, he may not have sufficient day-to-day contact with the gymnasium activity of the ordinary Health, Fitness and Recreation program students. This reduces opportunities for informal positive feedback, assistance in performance analysis and the necessary prescription if the student is to improve performance. It seems that this would not be true regarding those students involved in inter-scholastic competition.

4. There seems to be somewhat of a conflict within the philosophy of the school and that of the Health, Fitness and Recreation area. Students have a choice of units in the areas of participation and Health, but are channeled into running in order to meet a compulsory Fitness requirement. The compulsion aspect is not really within the total philosophical goals that the school is trying to achieve, and the enforcement of such a requirement is very difficult. If the program could motivate the students to the extent that they would be concerned about their fitness, and were prepared to do something about it on their own, rather than by compulsion, then the program would be more closely related to the objectives stated by the school as a whole. The point system has definitely locked the students into a compulsory program where the objective is to put in time or complete unit-paks in order to get points for credits.
5. Granting credit for participation on athletic teams and community clubs has implications for credit offerings in Physical Education for the whole province. Surely if students can obtain credit for participation in these types of activities in one school does it not

imply that the same opportunity should be available to students so involved in other schools.

6. In keeping with the recognition of the growing importance of Health in one's daily life, the current provincial thrust is toward the development of a Health education program based on a core-option structure in which a mandatory core is identified, and additional optional units are included, the development of which should reflect current local needs, resources and circumstances. In the Bishop Carroll High School there are Health concepts in the physical, mental, emotional, social and spiritual dimensions of human development included in other courses such as Social Studies, Biology, Home Economics and Religious Studies, although these are not formally included in the Health program. The number and variety of available learning packages, print and audio-visual materials is quite limited. The requirement, therefore, of only one of the unit-paks for credit seriously restricts the scope of the Health program. There appears to be a need to not only increase the number of available learning packages, print and audio-visual materials, but also to coordinate Health materials and concepts into one complete program regardless of the curriculum area in which they may eventually be learned.
7. The effectiveness of the Health program depends upon the extent to which it becomes functional in the daily lives of students. This effectiveness is maximized with increased involvement of students in discussions (usually small-group) and interactions on topics relevant to their needs, interests and concerns. The present arrange-

ment for individualized study in Health, the limited scope of the unit-paks, and the limited opportunity for all students to engage in meaningful discussions on relevant Health topics tends to reduce the effectiveness of the program.

Commendations

1. A teaching-learning environment has been structured which permits considerable choice by the student.
2. Students have been permitted to progress in development at their own rate in all three areas of Health, Fitness and Recreation.
3. An opportunity has been provided for interested students to achieve breadth and depth through extra-curricular or club programs.
4. Learning is not restricted to a regularly scheduled period of time. Since the time for learning a motor skill is not the same for all students, opportunities for individualized practice sessions for students so interested has been provided.
5. Opportunities have been provided for students to select activities which interest them. Recent research has indicated that learning in Physical Education can be much more positive when opportunities for choice are available.
6. The Teacher-Advisors do an excellent job of relating to students in a warm and friendly manner.
7. It was readily apparent that there is a sincere effort on the part of all individuals involved in instruction, including Teacher-Advisors, Instructional-Assistants and the students themselves, to make the system work.
8. Students are provided with an opportunity, through various activities, to understand the essentials of cardio-respiratory fitness.

Recommendations

1. There is need for more materials in terms of texts, film loops, film strips, charts and posters which correlate with the individualized instructional packets. The students need an opportunity to view and work with these materials while they are in the gymnasium. The Resource Centre should be located closer to the gymnasium so these

audio visual materials can be taken into the gymnasium and used while the students are working on the various skills. There needs to be more time spent by the instructor working with the students on an individualized basis during this period of time.

2. The unit-paks are aimed basically at the cognitive domain but in the Health, Fitness and Recreation area they should deal with the psychomotor area as well; some of these paks should be designed to associate more closely with the teaching activities within the gymnasium.
3. There needs to be a greater amount of time spent on curriculum development. The unit-paks are rather incomplete, particularly in the Health area. There needs to be a greater amount of time available to the Teacher-Advisor to work in curriculum development.
4. The complete process of pupil evaluation needs to be reviewed in an attempt to simplify what is currently a complex, time-consuming process.
5. Consideration should be given to coordinating all Health topics, concepts and materials under a complete Health program which provides for:
 - a. A mandatory core for all students
 - b. Optional units which reflect local needs, resources and circumstances.
 - c. The coverage of core or optional Health units in other subject areas.
6. The Health program should be flexible enough to provide for the inclusion of materials relevant to the needs, interests and concerns of high school students.
7. To increase the functionality and hence the effectiveness of the Health program, consideration should be given to greatly increasing the opportunities students have to become actively involved in discussions and interactions relating to relevant Health topics.
8. It is recommended that the Health Fitness and Recreation program consider a more comprehensive concept of fitness rather than limiting it to the cardio-vascular aspect.

PRACTICAL ARTS

Practical Arts at Bishop Carroll High School embraces studies in three different areas, viz. Industrial Arts, Home Economics and Business Education. Practical Arts is one of the nine areas in which students must study at the school and all three-year students must complete a minimum of five credits in the Practical Arts area. Units may be taken in Business Education, Home Economics, Industrial Arts or General Technology. Students are able to pursue studies in depth in the Practical Arts field by enrolling in various three- or five-credit courses. These courses, and reported enrolments in them, are listed as follows:

Business Education

<u>Course</u>	<u>Credits</u>	<u>Teacher</u>	<u>Enrolment</u>
Accounting 10	3	A	122
Accounting 20	3	A	71
Accounting 30	5	A	15
Business Foundations 10	5	A	19
Business Foundations 30	5	A	2
Business Machines 30	5	A	6
Clerical Practice 20	5	A	2
Law 20		A	41
Marketing 20	5	A	12
Marketing 30	5	A	3
Office Practice 30	5	A	6
Typewriting 10	5	B	411
Typewriting 20	5	A	71
Typewriting 30	5	A	15
Shorthand 20	5	B	14
Shorthand 30	5	B	1
Shorthand 31	5	B	3

Teacher load:

Teacher A	385
Teacher B	<u>429</u>
TOTAL	<u>814</u>

Home Economics

<u>Courses</u>	<u>Credit</u>	<u>Teacher</u>	<u>Enrolment</u>
Clothing 10	5	C	20
Clothing 20	5	C	14
Clothing 30	5	C	4
Food Science 10	5	C	70
Food Science 20	5	C	10
Food Science 30	5	C	5
General Technology 10	5	C*	50
Modern Living 10	5	C	10
Modern Living 20	5	C	2
Modern Living 30	5	C	25

Teacher load: 210 students

Industrial Arts

<u>Courses</u>	<u>Credit</u>	<u>Teacher</u>	<u>Enrolment</u>
Electronics 10	5	D	100
Electronics 20	5	D	76
Electronics 30	5	D	28
General Technology 10	5	E & F	65
General Technology 20	5		2
General Technology 30	5		0
Materials 10	5	E	34
Materials 20	5	E	5
Materials 30	5	E	1
Visual Communications 12		F	100
Visual Communications 20		F	5
Visual Communications 30		F	5

Teacher load:

Teacher D	204
Teacher E	74**
Teacher F	143***
TOTAL	<u>421</u>

* Some of these General Technology students may spend part of their time in the Industrial Arts area.

** It should be noted that each of these teachers have extensive commitments elsewhere in the school.

*** These figures may be somewhat misleading since General Technology students are shared between two teachers and some General Technology students may be enrolled with the Home Economics teacher for the Home Economics portion of General Technology.

Staffing

Business Education. The Business Education team is made up of two professional Teacher-Advisors, two Instructional-Assistants and one General-Aide who is available for one third of the time. The professional teachers have fairly extensive business experience in addition to university training in the Faculty of Education. One of the Instructional-Assistants had had typing and general business experience. The other assistant has relatively little business training or experience.

One result of the practical business experience obtained by the professional staff is that the program presented by them reflects the needs and expectations of the business community.

Home Economics. The staff in the Home Economics area is composed of one Teacher-Advisor and two Instructional-Assistants. The professional teacher had extensive training and experience in the Home Economics field. In addition, she has contributed significantly to the development of the Alberta Home Economics Curriculum, being a member of the curriculum committee responsible for the development and preparation of the present Alberta program. The para-professionals, although keenly interested in the area, have no specific Home Economics preparation but have considerable experience working with foods and materials. One of these aides is a registered nurse.

One result of the strong Home Economics background of the Teacher-Advisor in the area is that students receive instruction that reflects the goals, philosophy and methodology of a modern well developed, well organized Home Economics program, consistent with the program outlined for Alberta schools.

Industrial Arts. Three Teacher-Advisors and three Instructional-Assistants work in the facility provided for Industrial Arts instruction and activities. None of the professional staff has had specific training in Industrial Arts content, philosophy or methodology. One of the Teacher-Advisors is a Science teacher, one is an Art teacher, while the third has had training in Art and Graphics Communication. These professional teachers have no special interest or training in Industrial Arts, per se, but have other areas of interest and responsibility in the school.

The three para-professionals, who are employed full time in the area, have differing backgrounds and training. One of these Instructional-Assistants has had extensive training in ceramics, one is an art specialist, while the third has had training in electronics. Of the six adults working in the area, four have backgrounds and training in art, one in science and only one, a teaching assistant, has had training that could be considered to be of an industrial or technical nature.

Each of the professional teachers who works in the area has significant if not major commitments and allegiances to other programs in the school.

It appears that these staffing arrangements preclude the development of an Industrial Arts program that accurately reflects the relationships of man to the technical or industrial world found in modern society. In addition, since no one in the area is an Industrial Arts specialist and none of the instructional personnel has studied Industrial Arts as part of his professional training, there is little likelihood that the

program can reach the Industrial Arts objectives as stated in the Bishop Carroll High School literature or in the provincial Program of Studies.

Department Aims and Objectives

No objectives for the department as a whole have been identified. However, the objectives for each area (Business Education, Home Economics and Industrial Arts) as stated in the Bishop Carroll literature are listed as follows:

Business Education objectives

From the general education standpoint, the purpose is to provide the student with sufficient background knowledge to become an intelligent member of society. Further, as a phase of general education, business education seeks to provide opportunities for all students to develop an understanding of the business and economic system of the nation and of the community. Through such an understanding, appreciation is developed for the ways in which business and industry contribute to social welfare and progress. Each student is made aware of the effect which business and economics have upon those phases of his or her life in which he or she is a consumer of goods, a user of service and a working member of society.

The objectives of the program are to improve:

1. communication skills
2. computation skills
3. ability in problem solving and logical thinking
4. personal, economic and civic competency
5. occupational competency through:
 - a. responsibility and attitudes
 - i. developing proper work habits
 - ii. developing an appreciation of work well done
 - iii. developing the ability to get along with others
 - iv. developing the ability to adjust to changing conditions

- b. developing skills which enable students to make entry into initial employment.⁸

Comment. The objectives of the Bishop Carroll Business Education program closely parallels those established for the Alberta program. Furthermore instruction in the area seems to be geared to meet these objectives.

Home Economics objectives.

1. To enable students to meet and solve problems of everyday living.
2. To develop basic competencies, (both academic and work skills) to aid success in work, a post secondary institution, or family living.
3. To provide the environment where students may develop sound attitudes, acceptable work habits and achieve a feeling of accomplishment.
4. To make maximum use of community resources and educational materials.
5. To encourage creative ability for personal satisfaction and constructive use of leisure time.
6. To provide a supplementary guidance function by introducing the student to related opportunities in the work world.
7. To provide experiences to develop skills, attitudes, understanding and techniques: to maintain and improve the home.
8. To expose the student to experiences which prepare him for change and adaptability.
9. To help him to gain optimum health, attractive appearance and personality.
10. To develop in him an understanding of others and a good relationship with them through communication techniques and introspection.

⁸ R. Whitburn (Compiler), Bishop Carroll High School Information and Sample Curriculum Units - Business Education Section, 1974.

11. To understand the use of money to get value for a satisfying life.
12. To provide experiences in problem solving, decision making and planning.⁹

Comment. The Home Economics objectives stated for Bishop Carroll High School are essentially the same ones developed for the Alberta program. Instruction in the area seemed consistent with the objectives as stated.

Industrial Arts objectives.

1. To develop basic competencies, both academically and in work skills to enter either a job or a post high school institution for further education.
2. To provide courses that serve as a vehicle in helping students relate their academic learnings to vocational competencies.
3. To provide the curriculum content in aiding students to develop fundamental tool and procedural skills that help prepare them to enter a family of occupations.
4. To provide the environment whereby students may develop sound attitudes, acceptable work habits and achieve a feeling of accomplishment.
5. To provide exploratory experiences in the use of tools, equipment and materials appropriate to various technologies prevalent in a productive society.
6. To provide a supplementary guidance function by introducing the students to the multiplicity and interrelationship of educational and occupational opportunities.
7. To provide a technical environment which stimulates the individuals to discover and develop their interests and talents.

⁹ Ibid, Home Economics Section.

8. To provide the student with an orientation to the environmental effects and the interrelationships of the technologies upon man.¹⁰

Comment. The Industrial Arts objectives, as stated above, closely follow those established for the provincial Industrial Arts program. However, current instruction in the Industrial Arts area is not directed towards the achievement of the stated objectives.

For example, in the Materials program, instruction and student activities are almost exclusively centred around experiences in ceramics. Ceramics is a very small part of the provincial program and is included to help students become aware of the various processes used in the ceramics industry. At Bishop Carroll High School the course is very heavily slanted towards artistic expression. These experiences do not accurately portray the industrial application of ceramic materials and technical knowledge. The narrowness of this program in Materials is not consistent with the objectives stated. There is little opportunity to relate to Mathematics, Chemistry, Physics, Language, etc. in the course as developed. Students do not have the opportunity to explore the properties and uses of various materials. Specifically, this course does not adequately meet objectives 1-3 and 5-8 as listed on the previous page.

This problem did not appear quite so critical in the Electronics and Visual Communication courses where a more technical emphasis was observed.

¹⁰Ibid, Industrial Arts Section.

INDIVIDUAL AREA EVALUATIONS

The remainder of the Practical Arts evaluation report will be divided into the three major areas of study, viz. Business Education, Home Economics and Industrial Arts, each part being somewhat self contained.

Business Education

Instructional program. Three routes are suggested for students to plan a meaningful program of subjects to accomplish objective number 5. These are Secretarial, Clerical, Bookkeeping, Accounting and Merchandising, each with eight courses encompassing courses at all three levels.

Students are given the choice of seventeen courses. Three courses, Office Practice 30, Typewriting 30 and Business Machines 30 may be taken as a block, called General Office Procedures, for 15 credits. Enrolment this year appears to be two students. There is a heavy enrolment in Level I courses -- all in Typewriting, and 122 in Accounting. The attrition by Level III appears high with small enrolments in Accounting 30, in Business Foundations 30, in Marketing 30, in Typewriting 30, in Office Practice 30 and in Business Machines 30.

Unit-paks on special topics such as Taxation and Personal Accounting for Industrial Arts General have been made available to interested students for enrichment or as a "quest" unit.

The two teachers relate well with individual students and have a genuine interest in each. Hence, counselling and guidance is offered to

plan for the special needs of individual students. A wide range of subject choice has been offered through seventeen of the twenty courses in the Alberta Business Education program.

The level of competency of a student in any subject is accessed by the teacher, and he is allowed to continue his study in a subject at the unit-pak or course level that is warranted. This applies to students within a subject and from other schools.

Instructional techniques, methodology, innovations. Independent study, largely directed by using unit-paks, is the major instructional technique used. This requires proficient reading skills and a sense of self-discipline. The format and production of many unit-paks is not easy to follow. Limited use is made of devices to motivate learning and to incorporate a variety of presentation modes to provide stimuli for learning through seeing, listening and interacting. Audio and video tape recordings are used to supplement and complement areas in Typewriting, Shorthand, Accounting and Law. Most of these have been prepared by the teachers and thus present a personal contact for students. Preparation of such materials requires considerable time which the teachers in this school find difficult to schedule.

The large and small-group presentations provide opportunities for students to experience instructional strategies of lecture, discussion and group interaction with teachers and peers. Students do not appear to attend these as astutely as the original philosophy of the school envisaged.

Seminars for group instruction in basic concepts in Business Education are to be held later in the year.

Written reports based on research in the community and reference materials are an integral part of instructional strategies used in Law and Business Foundations.

Teachers are expected to provide tutorials but have limited time for this type of instruction. Instructional-Aides are often the source of information and assistance to students. Frequently they provide this help without understanding the pedagogical ramifications of their help since they may not completely understand nor have developed mastery of the concept being taught.

Other strategies used to a limited degree are those of observation, field trips, interview and simulation.

Typewriting instruction for the beginners is directed through use of teacher-prepared video tape recordings, thus freeing the instructor for time to fulfill the other roles as Teacher-Advisor. The development of proper Typewriting techniques, which is a major objective of the course, is not checked and encouraged constantly.

Community resources are used by students to collect information. Work study has been incorporated into General Office Procedures as clerical work in the school, and in Merchandising through the operation of a school store.

Instructional materials and aids. Recommended references and some of the supplementary references listed in the Program of Studies and curriculum guide for the various Business Education subjects are on hand. These are kept in the Resource Centre for Business Education.

Teacher-made Typewriting video tape recordings, Shorthand and Accounting tapes are used. No commercially prepared materials are used, but CBC programs in Law have been.

In-service activities. Teachers participate in community business organizations such as Administrative Management Society and National Secretary's Association. Both are active members of the A.T.A. Business Education Council, and receive the professional publications supplied with membership in the National Business Education Association. One teacher is a member of a provincial ad hoc curriculum committee. The staff has a positive professional approach and attitude toward professional development activities.

Evaluation of learning. Each unit-pak states performance or specific objectives which must be met with a 75 per cent to 90 per cent mark before proceeding to the next unit. Evaluation is consistent with the school's policy.

Evaluation techniques are based largely on written or typewritten materials responding to test questions or production jobs. Skill techniques do not seem to be included in evaluation.

Additional information. The space provided for Business Education is spacious and attractive. A resource and instructor area are conveniently located in the complex. Equipment is adequate and in good condition. A generous number of electric typewriters is available for use in the senior classes and seventy manual typewriters are located in the beginning room. No machines have carbon ribbons. There are a number of calculating

machines, some of which are electronic. Tables and posture chairs can be adjusted for various sizes and needs.

Commendations

1. The philosophy of the school to offer each individual the opportunity to exhibit responsibility for his own conduct and progress through independent and individualized instruction is studiously observed in the Business Education department.
2. A dedicated staff team has a serious and positive attitude towards fulfilling all expectations of their roles and they exhibit a genuine interest in each student as an individual. Student rapport with all staff is very good.
3. The number of courses offered for student choice is commendable. No one is denied his choice since in this school course availability does not depend upon a minimum enrolment in order for a subject to be offered.
4. A genuine effort has been made to develop audio and visual materials which reflect the personality of the teachers.

Recommendations

1. A review of the general objectives of Business Education should be made, giving consideration to those stated for Alberta in the Curriculum Guide for the Alberta Business Education Program.
2. A review of the objectives for each subject should be made, giving consideration to those included in the Alberta Program of Studies and curriculum guides.
3. A review should be made of the suggested routes for students to take in Business Education. If there is a commitment to have students follow a route, a concerted effort should be directed to encourage enrolment in meaningful clusters of subjects at Levels II and III.
4. An effort should be made to enrich and vary the unit-pak presentation of instruction through inclusion of illustrations, diagrams and directions correlated with text and other references as well as increased supplementary audio and visual materials.
5. Commercially prepared software for use with audio and visual aids should be considered to further extend the use of these instructional aids.

6. *In order for the teachers to fulfill their roles as advisors to approximately 30 students, as curriculum builders revising and developing instructional materials including unit-paks, as instructors of subjects in seminars and on individual basis, and as activity coordinators, additional professional staff is needed in this area.*
7. *Consideration should be given to the broadening of the range of presentation modes in order to motivate learning and to satisfy different student aptitudes.*
8. *Typewriting evaluation should measure skill and technique development, and should not be based solely on production jobs.*
9. *A policy should be developed for the regular replacement of equipment in order to keep it up-to-date and relevant to the business world. New purchases should include typewriters with carbon ribbons and electronic calculators.*
10. *A number of individual cassette players and a supply of tapes would increase the potential use of audio materials supplementing unit-pak instruction.*

Home Economics

Instructional program. The Home Economics units have been written in close relation to the Alberta Program of Studies. The unit-paks are generally clearly written in an interesting manner with sufficient variety, but difficult enough to stimulate and lead to knowledge of the subject and the development of useful generalizations.

The activities listed should give the students opportunities to practice what they learn through recommended readings, films, demonstrations and practical experiences.

Effectiveness of organization. The organization of the classroom and courses seemed to be planned to help students work in a pleasant, friendly and business-like atmosphere. Students who are not enrolled are permitted to be in the rooms to study, if space permits. Students share

in general maintenance as part of the program.

The majority of students appeared to be working and achieving in a satisfactory manner. Good use was made of community resources.

Safety. Due attention was given to safety and sanitation.

Use of Instructional-Assistants. The two assistants are gaining experience and the students appear to respect them, recognize their interest, understand and accept their authority. The assistants wear immaculate white uniforms and set a high standard.

Excellent rapport was noted with the teacher and with the students. The work appeared to be well planned and shared with the assistants who carried out the work prepared and assigned by the teacher.

Use of unit-paks. The unit-paks are readily available. Additions and changes are added to ensure the unit-paks are up-to-date. New ones are being developed as teacher's time permits. Lack of time understandably affects this work.

Use of media. Good use is made of media in the unit-paks -- some for motivation, some for lesson information, and some in evaluation.

Continued encouragement is needed in order to have students look up additional reference material and to use the dictionary.

Video taped demonstrations are used at every level, and offers the students experiences in organization and television techniques.

Equipment and facilities. The laboratory is generally satisfactory, but the size, particularly in the Food Science room and the Modern

Living room limit class size.

The budget seems to be satisfactory for laboratory operation. Students are encouraged to consider the importance of management of time, energy and money.

Program structure. Because students can plan their own programs and arrange their time to complete their units, special school events and competing programs which were started in the last semester, contribute to students carrying "peak loads" in the Home Economics rooms. This affects the best use of the facilities.

Projects for drama classes, food for visitors and other school events make the area a busy, active place and contributes to the school operation through shared experiences.

The programs have introductory units which assist students who have never taken Home Economics in junior high, or students unfamiliar with the plan used in this school. The program is highly individualized. Each student is able to identify areas of need and areas of interest, and by cooperative work with the teacher outline a meaningful program.

The General Technology course appears to serve a very useful purpose for students who have limited time, yet want some training in Home Economics.

Evaluation of pupil programs. Evaluation is an important part of every course, and evaluation results act as guides for the teacher and for the students. Self-testing is an important concept, and should improve personal management of time and study habits. The seven thought processes are considered in the development of the course, and students' individual

growth in these processes is left to the personal evaluation of the teacher.

Comments. It would seem that the single teacher in this school carries a very heavy load in Home Economics. The time required for responsibility of all Home Economics courses in three rooms, for counseling 30 individual students, for preparation of new unit-paks, for revision and additions to others, for general organization, for large-group presentations for getting groceries for individual projects, is a tremendous task.

The teacher is keenly interested, finds the work challenging, and appears to be totally committed to this plan.

Commendations

1. *There is evidence of careful and exacting teacher preparation. This includes the daily availability of exact food supplies needed for individual projects -- a very necessary, but arduous time-consuming task.*
2. *There is high teacher morale and enthusiasm for the philosophy of this school and concern for each individual student in her charge.*
3. *It is very evident that the good rapport which exists among the teacher, assistants and students helps in creating a pleasant, friendly and businesslike atmosphere.*
4. *The unit-paks are generally clearly written in close relationship to the Program of Studies, and with sufficient variety to maintain interest.*
5. *The Home Economics Department is attractive, well equipped and maintained, though the Food Science and Modern Living rooms are small and limit enrolment.*

Recommendations

1. *Since students are able to plan their own programs, to arrange their own time to complete units, and to participate extensively in special*

school events, attendance in the Home Economics laboratory can become sporadic resulting in peak or overloaded conditions in the facility. In order to minimize this difficulty other timetabling arrangements should be considered.

- 2. Because of varying reading ability, maturity, motivation and scholastic ability, most students would benefit from some teacher-directed formal lessons, demonstrations, discussions, oral reviews, group objective planning sessions and group activities as used in the more traditional class routine.*
- 3. Increased emphasis should be placed on student self-evaluation of performance and actual application of knowledge acquired.*
- 4. Students should be required to search for additional reference materials excluding dictionaries, for the completion of unit-pak assignments.*

Industrial Arts

Instructional program.

1. Electronics

The Electronics program at Bishop Carroll High School parallels fairly closely the Electronics program outlined for Alberta high schools. The major difference between the two programs would appear to be the rather theoretical and academic approach followed at Bishop Carroll as opposed to a more concrete and practical approach as presented in the Alberta program. The Alberta program recommends that the:

... approach to teaching Electronics in the Industrial Arts courses is to develop basic concepts of:

- first, the total system, e.g. record player, superhet, etc.
- second, the units that comprise the system, e.g., power supply, amplifier, oscillator
- third, the components that make up the units, e.g., resistors, capacitors, inductors, etc.

- fourth, the physical laws that are operative in the function of the whole system.¹¹

In order to develop these basic concepts, the Alberta Electronics 10 course has been organized into four major units, as follows:

(For a more complete description see Appendix H.1)

Unit I - Basic Electricity and Electronics

This unit covers such topics as electrical measurements, measuring instruments and an overview of selected electronic systems.

Unit II - Systems Study

This unit has been designed to provide study of basic systems such as record player, superheterodyne, radio transistor radio, video, F.M., power supply, oscillator and amplifier.

Unit III - Units of a System

This unit enables students to assemble, test and compare units of a system.

Unit IV - Components of a System

This unit provides for the study of smaller components such as resistors, capacitors, tubes, transistors, etc.

The program developed at Bishop Carroll High School tends to move from electron theory through other theoretical concepts to the application of these concepts in parallel circuits (see Appendix H.1).

At the second level course (Electronics 20) a similar disparity exists between the Alberta outline and that presented at Bishop Carroll High School. The Alberta program was prepared to provide

¹¹ Alberta, Department of Education, Program of Studies for Senior High Schools of Alberta, 1972, p. 71.

opportunities for youth to become very familiar with electronic devices they were likely to encounter in later life. Once again the provincial outline emphasizes the study of electronic systems first and then narrows the study to small components such as capacitors, resistors, transformers, tubes and transistors. The Bishop Carroll High School outline moves from the small components to the function of these components in larger systems (see Appendix H.1).

The more theoretical approach followed at Bishop Carroll High School may be fairly well suited for a particular segment of the high school population, but probably does not prove suitable for the majority of high school students.

The third level course (Electronics 30) at Bishop Carroll High School and the provincially recommended course are very similar, both stressing computer study.

2. General Technology

The provincial General Technology program as outlined in the Program of Studies for Senior High Schools in Alberta consists of a series of three courses: General Technology 10 (4-5 credits), General Technology 20 (4-5 credits) and General Technology 30 (5 credits).

Each course (General Technology) requires the completion of two to four units of study selected from the units listed. Over the three courses a student may elect to develop a major unit of study by exploring it for up to half time. The other units should be selected from at least three of the five different clusters: Materials, Electronics, Power, Graphics and Special Units.

Following are the clusters and the units in each:

- | | |
|---------------------|------------------------------|
| - Basic Electricity | - Printing |
| - Basic Electronics | - Power Sources |
| - Basic Computer | - Fluid Transmission |
| - Wood | - Mechanical Transmission |
| - Metals | - Research |
| - Earths | - Production Science |
| - Plastics | - Hot Metals |
| - Textiles | - Building Construction |
| - Drafting | - Food Science ¹² |
| - Photography | |

It should be noted that all but two of the units (Textiles and Food Science) are units generally considered to be units drawn from the field of industrial education.

General Technology at Bishop Carroll High School has developed along a somewhat different pattern with the program consisting of three 5-credit modules of work (General Technology 10, 20, 30). Each module consists of four mini courses selected from the area of Industrial Arts and Home Economics. Each mini module is equivalent to 1½ credits.

Mini courses offered are:

- Food Science - mealwork
- Food for Back Packing - Camping
- Clothing
- Family and Other Cultures - Modern Living
- Child Care - Modern Living 20
- The Family - Modern Living 20
- Kitchen and Dining Areas - Modern Living 20
- A Home Away from Home - Modern Living 10
- Self Development - Modern Living 10
- The History or Architecture - Modern Living 30
- Hodge Podge - Modern Living 30
- Human Development - Modern Living 30
- Photography

¹² Ibid, p. 68.

- Silk Screening
- Film Animation
- Ceramics
- Media Communication

Of the seventeen units identified, only Photography appears on the provincial list of Industrial Arts units available for General Technology 10, 20 or 30. Ceramics in the provincial program is part of the Earths Unit, while Silk Screening is part of the Printing Unit.

It can be seen from the foregoing that there is little similarity between the provincially approved General Technology program and that developed at Bishop Carroll High School.

3. Materials 10, 20, 30

The Alberta program for the study of Materials has been designed to give students the opportunity to study various methods of utilizing the characteristics and properties of a variety of materials such as wood, metal, plastics, earths and textiles.

The Materials cluster introduces students to a number of processes used to shape and form materials to man's uses. The study includes an introduction to the equipment and machines used in the materials industry so that principles of operation and safe control are understood. Materials testing is integrated in the study so that students understand the need for careful selection of materials for particular use.

Objectives

1. To provide an opportunity for students to gain basic concepts on how materials are shaped, formed and fastened.
2. To give students an opportunity to learn to use and handle equipment correctly and safely.
3. To introduce students to the many occupational areas related to materials and their fabrication.

The course consists of four units each year in wood, metals, plastics and one craft material chosen from ceramics, leather,

lapidary textiles. Each unit is developed under the following headings:

1. Layout and Design
2. Sources and Applications
3. Hand Processes
4. Machine Processes
5. Fasteners
6. Finishing
7. Occupational Information.¹³

(For a more complete description see Appendix H.3)

The course originally outlined for Bishop Carroll High School paralleled closely the provincial outline with students experiencing activities with a number of materials. Some of the experiences they were to receive included woodworking, furniture refinishing, cabinet construction, building construction, plastic fabrication, machine metals, etc. (for a more complete description see Appendix H.4).

Observations made by the industrial education consultants and interviews held with students, Instructional-Assistants and Teacher-Advisors indicated that the Materials program at Bishop Carroll High School consists of experiences mostly with only one material, viz. ceramics. In the ceramics area students are able to study and gain experiences in slab building, coil construction, wheel throwing, slip casting, glazing and firing.

Some provision has been made for students to gain experiences in welding as well as rudimentary experiences in plastics such as injection molding, rotational molding and molding using expanding beads. The emphasis, however, is on ceramics with the major stress being placed on artistic expression rather than industrial processes.

¹³ Ibid, p. 69.

It is concluded from the information gathered that neither the provincial Materials 10, 20, 30 program nor the program outlined in the Bishop Carroll High School literature is being followed at the present time. The provincial program and the original Bishop Carroll High School program provided exploratory experiences in the characteristics and use of a variety of materials, tools and equipment. The current Bishop Carroll High School program for the most part is restricted basically to one material and the emphasis is towards self expression rather than the understanding of industrial processes and their implications for the individual and society.

One practice of particular concern to the evaluators was the further narrowing of students' experiences by allowing them the opportunity for double crediting assignments or projects. A student throwing a ceramic pot for his Materials course could use the same product to help satisfy the requirements for his Fine Arts course. Although this undoubtedly appears attractive to students this practice has the effect of narrowing the range of experiences the student could have in either Art or Industrial Arts.

4. Visual Communications 12, 20, 30

The provincial Visual Communications program was designed to help students learn about the three major areas in the Visual Communications field, namely, Commercial Art, Drafting and Graphic Arts. Although any one area could receive major emphases, students should become familiar with the relationships of the major fields. At Bishop Carroll High School, the facility was originally designed and equipped to emphasize the Drafting and Graphic Arts fields.

Visual Communications 12, in the Alberta program consists of five major units, being a) Introduction to Common Units, b) Image Creation, c) Conversion Processes, d) Production Processes and e) Finishing Processes. Visual Communications 20 has a drafting unit, a photography unit and two units in printing and reproduction. Visual Communications 30 provides one unit in drafting, one unit in photography and two units in printing. (For a more complete description see Appendix H.5.)

Visual Communication students at Bishop Carroll High School are able to receive instruction in most of these areas although the emphasis is mostly on photography with a lesser emphasis on reproduction. Drafting is not generally taught as none of the staff has had drafting training or experience. Experiences in printing are somewhat limited because the offset press, originally purchased for Industrial Arts, has been moved to the school's reproduction department. Students are able to start a printing project and carry it through the various steps up to press operation. They have opportunities to make reproductions using the silk screen process.

Photography plays an important role in the units available in the Practical Arts area at Bishop Carroll High School. Students are able to take two courses in photography for five credits each. In addition a film animation course for five credits is in the process of being developed. It is assumed that students completing these units successfully will be granted credits for either Visual Communications or General Technology. Neither of the courses (photography or film animation) has been approved by the Department of Education for five

credits. Photography in the provincial program is a part of the Visual Communication's course, not a complete course in itself. Film animation at the present point in time has not been considered as part of the Visual Communication program. However, studies in this unit could fit under the heading of motion picture photography in the photography unit in Visual Communications 30.

Photography at Bishop Carroll is well covered. The portions of Visual Communications dealing with the technical aspects of drafting and printing as carried out in industry are considered inadequate in reference to the Alberta program.

Instructional techniques. Instructional techniques in the Industrial Education area consist essentially of unit-pak instruction. In the unit-paks provision is made for practical hands-on activities found in each of the areas, Electronics, Materials and Visual Communications. With no Industrial Arts teacher on staff any modifications to the content of unit-paks must be done by the Instructional-Aides or recommended by them, or by the Fine Arts Teachers. As the aides are more competent in some areas than the teacher, they may be involved in professional work which may be beyond their jurisdiction. The aides are also used as resource personnel by the students, since they may have more expertise in the field than has the teacher.

Instructional materials. An excessive amount of instructional materials was not apparent. The capacity for preparing instructional materials in the Visual Communications area is considerable and perhaps at

some future date this capacity can be more fully utilized for the preparation of instructional materials which could be used in the Industrial Arts area.

Evaluation. Evaluation of the various units outlined in the unit-paks seemed adequate. Students were tested in the psychomotor and cognitive domains and some attempts were made to evaluate in the affective domain. Evaluation in the affective domain appeared to be the most troublesome.

Commendations

1. All of the staff (teachers, Teacher-Advisors and Instructional-Assistants) maintained good rapport with the students. All of the students interviewed appeared to be enjoying the program and enjoyed the relationships between each other and the staff members.
2. The Industrial Arts facility was found to be fairly adequately planned and equipped. Equipment was of good quality, and was in a good state of repair. Caretaking services were found to be adequate.
3. The professional staff in the Practical Arts area worked well as a team showing respect and friendliness for each other.
4. The teacher assistants were well qualified for the work they were called upon to perform.

Recommendations

1. The decision should be made to either follow the provincially outlined program or develop a locally approved program.

The emphasis in the Industrial Arts program at Bishop Carroll High School has been to provide artistic or academic types of experiences and instruction for students. By selecting these modes of instruction, many experiences in the Industrial Arts area are no longer of an individual nature, but have become artistic or academic in content and scope. The decision should be based on the needs of the students as they attempt to find their places in the world of tomorrow.

2. It is the opinion of the Industrial Education consultants that a viable Industrial Arts program cannot operate effectively in this

school without coming under the direction and supervision of a fully trained, highly qualified teacher. If such a move is contemplated; equipment upgrading, maintenance and replacement may have to be considered. If the decision is made to continue operation of the area without the supervision of a qualified, trained Industrial Arts teacher, then safety considerations should be undertaken regarding the use of equipment that may be hazardous to students and staff. Some of the equipment in the laboratory can be extremely dangerous if not operated properly. If students cannot be properly instructed and supervised regarding its use then the equipment should be isolated, disconnected or removed from the premises.

3. The practice of providing double crediting for projects and assignments should be very carefully reviewed and considered. It should be discontinued wherever it may interfere with the provision of the range of experiences that should be available to students.

RELIGIOUS STUDIES

The Program

The planning process. The Religious Studies Department is to be commended for the continual scrutiny of the Religious Studies program and for the emphasis placed upon the importance of planning a program to meet student expectations. As a result, the objectives of the Religious Studies program in the Bishop Carroll High School have gone through considerable change. Originally, the system-developed Religious Studies program was used. However, a concern about frequent student apathy and indifference to Religious Studies initiated the development of the present program which has met with considerable success.

Objectives. Briefly, the overall objective of the present Religious Studies program is to encourage self-understanding through the use of the students' own experiences. As such, a great deal of emphasis is placed upon process, involving a five step analysis which might be considered as more specific objectives. These include:

1. Selecting the experience
2. Reflecting upon the experience
3. Determining the norm that is used to evaluate the experience
4. Examining the norm as to whether its effects are humanizing or
de humanizing
5. Comparing that norm to that of our creator.

This new approach has, in the opinion of the staff, gained a tremendous amount of success and respect from students. Discussions with a number of students bear this out.

Unit-paks. The objectives of the program are difficult to evaluate without considering the unit-paks which are a major component of all curriculum areas in the school. The unit-paks are structured to complement and enhance the objectives. To complement each of the five objectives, the department has developed a unit which clarifies each step. When the student completes the five introductory units, he is then exposed to a unit which brings in the total process on a selected experience. (A total of ten units is required.)

The unit-paks themselves are, at first sight, very vague and seem to be lacking in direction. However, the units are set up this way by design. The objectives of the program and the design of the unit-paks provide the student with an excellent opportunity for inquiry-oriented experiences. The unit-paks are not question-answer sheets but are guides to inquiry-oriented experiences that require a number of teaching-learning activities.

The Learning Process

Written texts, seminars, small-group sessions and frequent private student-teacher consultations are some of the more frequently used methods in the learning activities. These activities complement the unit-pak in the inquiry process.

Seminars. In these sessions students and teachers explore topics of interest that are related to the program objectives. This might include lectures, discussions, demonstrations, etc. Some excellent concept development was observed during the seminar sessions.

Small-group sessions. Students and Teacher-Advisors meet to discuss topics of interest to students. Some of the small-group sessions tend to bring in students of exceptional ability to pursue topics at an intellectual level. This session is also used to discuss students' progress in completing unit-paks and student planning.

Resource area. Much of the learning process takes place in the resource room. Teacher-Advisors try to be available to provide individual help to students. In student-teacher consultations, much of the consultations by the advisors are to help students clarify a problem or to clarify the direction a student should take in pursuing his topic of interest. Help is also given by the Instructional-Aide.

Community experiences. Community experiences form an integral part of the Religious Studies program. Many of the learning activities are based upon the experiences of the students or experiences of others.

Discussions. Verbal communication between students and Teacher-Advisors are an integral part of concept development and the building of communication skills.

Department Personnel

Teacher-Advisors. The Teacher-Advisors in the Religious Studies Department are well qualified and knowledgeable of current trends in educational theory and practice. In general, they offer a commendable quality of guidance and instruction. Teacher-student relationships vary from teacher to teacher. However, in general, they are very good and help to create a most positive learning atmosphere.

There is some indication that the many duties of the Teacher-Advisors tend to minimize the time spent in assisting students who really need help. Teacher-Advisors just do not have the time for advising students, developing curriculum, participating in extra-curricular activities, etc. Although the school philosophy encourages responsibility through independent study, slow students may not be able to cope without more assistance.

Instructional-Assistants. The relationship between the Teacher-Advisor and the Instructional-Assistant has been very good. The Instructional-Assistant acts as an aide in the resource room and is an asset to the program. In fact the department considers itself fortunate to have retained the para-professional staff for a number of years.

General-Aide. The General-Aide is a key person in the resource centre and is most helpful to the student.

Students. Students are treated with respect and as such respond accordingly. They appear to be well-informed and happy.

The student body is very supportive of the school and staff. They seem to enjoy the freedom that the school offers but are quick to equate freedom with responsibility. Students and staff admit that many students cannot operate in the "free atmosphere". Some students expressed a concern that the school could become an institution that would serve only a segment of the student community - those with academic ability.

Evaluation

Due to the subjective nature of the Religious Studies program, a

formal form of testing has not been adopted. Rather, evaluation is viewed as an on-going process involving consultation with the Teacher-Advisors. Upon completion of each unit, the unit-paks are graded. The student must also submit to the teacher a written critical analysis of the unit-pak. Students indicated a preference for this type of evaluation.

Commendations

1. *The Department of Religious Studies is to be commended for the emphasis placed upon planning the Religious Studies program.*
2. *The department is to be commended for the efforts put into planning inquiry-oriented unit-paks.*
3. *The department is to be commended for the provision of a variety of learning experiences based upon the students' experiences.*
4. *The department is to be commended for the excellent cooperation among people of their own department.*
5. *The department is to be commended for the manner in which excellent student-staff relationships have been established.*

Recommendations

1. *A greater emphasis should be placed upon cooperative planning among departments.*

For example, the Religious Studies staff may have a great deal to contribute to the development of unit-paks in other curricular areas.

2. *The department should consider alternative ways in providing more assistance to students who may lack initiative or ability.*
3. *The department should consider alternative methods for evaluating students on the subjective nature of the unit-paks.*

Some valuable ideas on evaluating in the affective domain are contained in Responding to Change, the Social Studies Handbook for Secondary Schools.

4. *Consideration should be given to providing more material for student use in the Resource Centre.*

B I B L I O G R A P H Y

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